

Native Americans: First Inhabitants of New York State

Grade 4: Unit 1



Scene on Catskill Creek, 1847
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Social Studies is the integrated study of history, geography, economics, government and civics. More importantly it is the study of humanity, of people and events that individually and collectively have affected the world. A strong and effective Social Studies program helps students make sense of the world in which they live, it allows them to make connections between major ideas and their own lives, and it helps them see themselves as members of the world community. It offers students the knowledge and skills necessary to become active and informed participants on a local, national and global level.

Social Studies must also help students understand, respect and appreciate the commonalities and differences that give the U.S. character and identity. The complexities of history can only be fully understood within an appreciation and analysis of diversity, multiple perspectives, interconnectedness, interdependence, context and enduring themes.

This unit of study has been developed with and for classroom teachers. Feel free to use and adapt any or all material contained herein.

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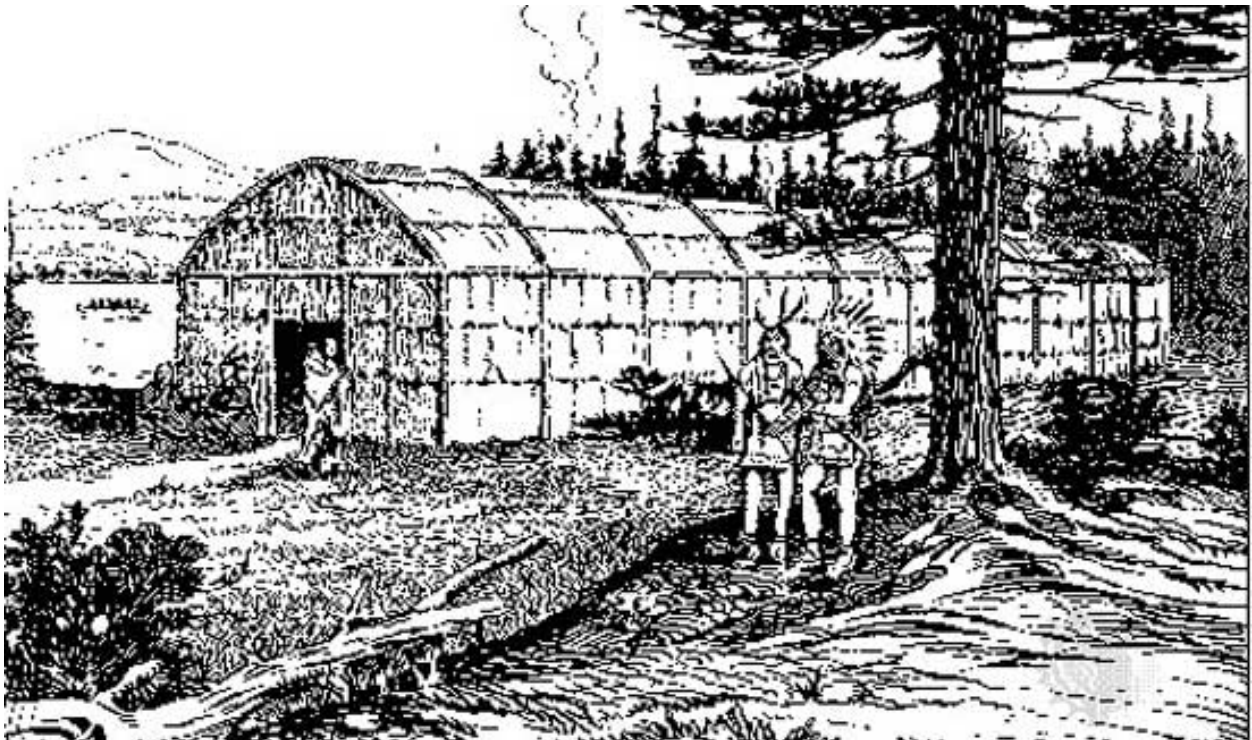
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I.

The Planning Framework

Native Americans: First Inhabitants of New York State



HOW THIS UNIT WAS DEVELOPED

- This is the first unit of the Grade 4 scope and sequence. The team met and engaged in a brainstorming session and charted the results in a “web.” While brainstorming elicited an extensive list of interdisciplinary connections, the team chose to focus on those ideas that were most central and relevant to the topic and goals for the unit.
- After the brainstorm web was refined to include the most essential components, the essential question was developed. An essential question can be defined as a question that asks students to think beyond the literal. An essential question is multi-faceted and is open to discussion and interpretation. The essential question for this unit of study on Native Americans: First Inhabitants of New York State is “*How did Native Americans influence the development of New York?*”
- **Focus Questions** or **Guiding Questions** were developed before beginning the unit of study. Participants thought about the goals and objectives for students when formulating the Focus or Guiding Questions. For example, one of the goals of the unit was to examine the relationship of New York State’s geography and the development of Native American cultures within the state. Therefore, one of the focus questions was, “How did Native Americans use New York State’s natural resources to meet their basic needs?”
- Student outcomes were determined by thinking about what students are expected to know and be able to do by the end of the unit. The processes for that learning (how the learning would occur) and the desired student affective understandings were also considered.
- Various types of assessments are included to meet the needs of all learners.
- Lessons and activities are included, as well as ideas for launching the unit that introduce, build and engage students with content knowledge, concept or skill that address the focus questions in some way.
- Ideas for extension activities are included with lessons so students can deepen their understanding through inquiry and application, analysis and synthesis of knowledge, concept and skill to address the specific skills that students should acquire.
- A variety of activities for independent or small group investigations are suggested that allow students to create, share or extend knowledge while capitalizing on student interests that will allow for independent interest-based inquiries.
- We have included guidelines on the use of text sets which are central to this unit.
- Current research on the importance of content area literacy, the development of academic vocabulary and culturally relevant pedagogy is included.
- A bibliography of appropriate, multi-dimensional and varied resources is provided.

- A rationale for the value of field trips and a list of possible field trips to relevant cultural institutions, art museums and community-based organizations is included.
- A suggested culminating activity that validates and honors student learning and projects is described.

TEACHER BACKGROUND
NATIVE AMERICANS: FIRST INHABITANTS OF NEW YORK STATE

“In our every deliberation we must consider the impact of our decisions on the next seven generations.”

Traditional Iroquois Saying

New York State’s location between the Great Lakes and the Atlantic Ocean make it an excellent place for trade and travel. In addition, New York is home to a wide variety of other geographical features such as forests, rivers, mountains and lakes. Long ago during the last ice age, the glaciers that covered the land created new landforms such as valleys and islands.

It is against this background that the roots of New York’s Native Americans begin. Five thousand years ago, Native Americans moved into various parts of what is now New York State. They settled along the waterways – the Finger Lakes, Lake Champlain, and Lake George; as well as the Mohawk, Hudson, Susquehanna and Genesee rivers. They also clustered in coastal areas such as Long Island and Manhattan. These early settlements provided the Native Americans with game, fish and good water transportation.

The Algonquians and the Haudenosaunee or People of the Longhouse, were the two main groups living in New York State in the late 1400s. The Haudenosaunee are also known as the Iroquois. The Lenape (pronounced Len-ah-pay) people, or Delaware, populated the New York City metropolitan area, and belonged to the Algonquian group.

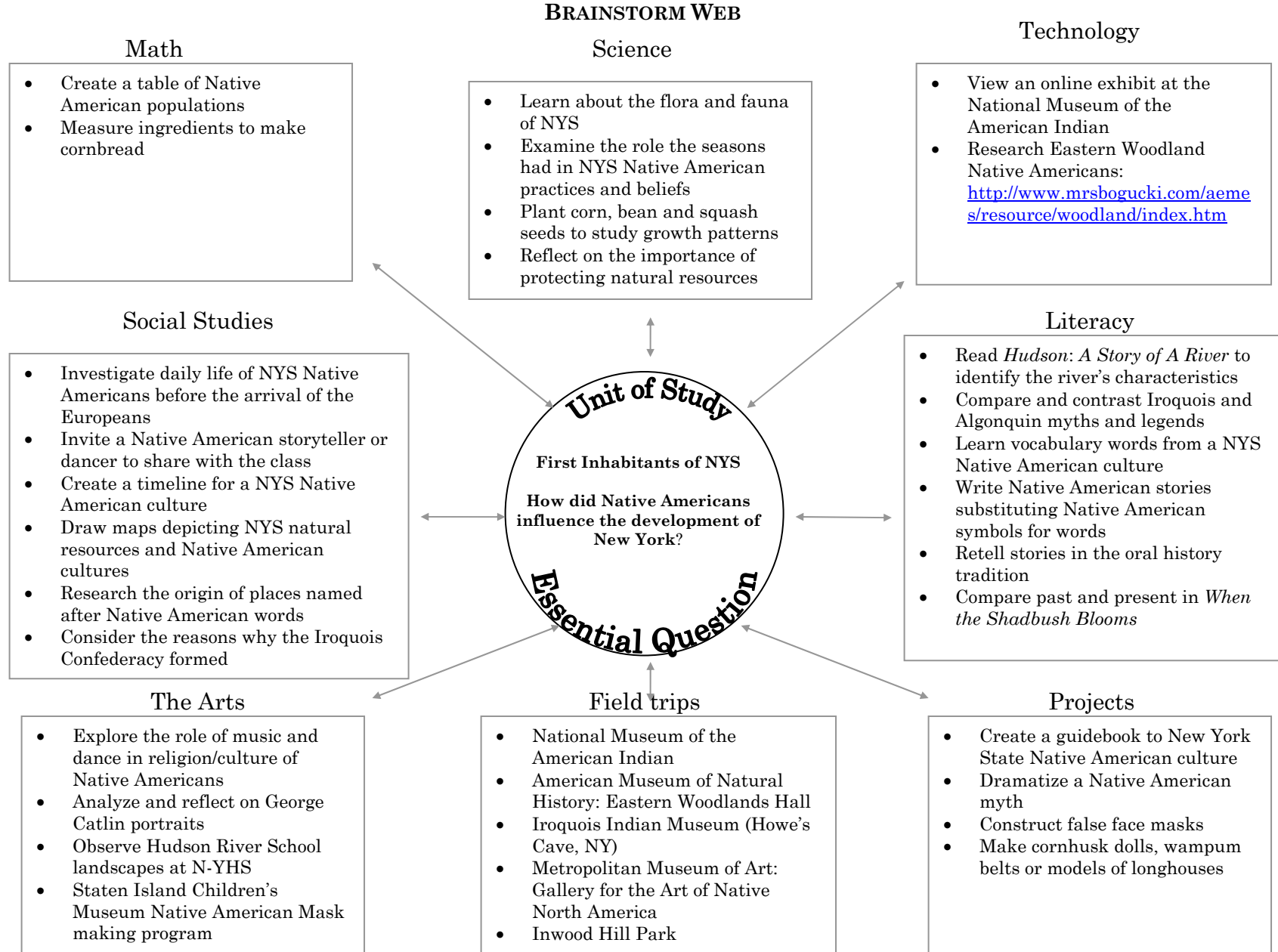
The Algonquians and the Iroquois people of central and Western New York lived in the Eastern Woodlands, an area of land that covered most of the land east of the Mississippi River. The two groups shared a similar way of life. While both relied on crops for most of their food supply, fishing, hunting and gathering were also important. Work was divided between men and women, who labored interdependently to provide for the needs of their people.

The Algonquians lived in wigwams while the Iroquois lived in longhouses. Their homes distinguished these groups of people from other Native Americans of the time. A group of longhouse families with a common female ancestor formed an Iroquois clan, and each clan was named after an animal or bird. The Iroquois longhouse family was matrilineal, and traced its history through the female line. The head of the family was the oldest or most respected woman in the longhouse known as the Chief Mother. Although the political leaders of each clan were men, it was the women who held the real power, for they appointed the men to their positions and could remove people who were not doing a good job.

Strong Iroquois traditions of family and clan organization led to the creation of a powerful political league known as the League of the Five Nations, the most powerful alliance of Native American people ever to exist in North America. The Iroquois Confederacy was made up of five groups – the Mohawks, Oneidas, Onondagas, Cayugas and Senecas.

Though hundreds of years of history have changed both the landscape and peoples of New York State, today there are more than 100,000 Native Americans who continue to make present-day New York their home.

Please note: the activities and lesson plans provided in this unit guide are suggestions that can be adapted and customized to meet your class’s individual needs.



ESSENTIAL QUESTION

How did Native Americans influence the development of New York?

Content/Academic Vocabulary (sample)

natural resource	landform	culture	clan	league
sachem	wampum	wigwam	longhouse	territory

Focus Questions

- What are the geographic features of New York State?
- How has the geography of New York State changed over time?
- What is the relationship between New York State geography and Native American settlement patterns?
- How did Native Americans use New York States' natural resources to meet their basic needs?
- How did the structure of New York State Native American life result in complex, self-sustaining communities?

**Student Outcomes**

Think about what you want the student to know and be able to do by the end of this unit.

Content, Process and Skills

Classify the location of New York State in relation to other states.	Describe the cultures of New York State Native Americans.
Describe important geographic features of New York State and New York City.	Recognize the contributions of New York State's Native Americans.
Discover where Native Americans live(d) in New York State.	Be aware of how the actions of the past have a continuous impact.
Consider the roles climate, environment, animals and natural resources played in the location and development of Native American cultures in New York State.	Acquire an appreciation of indigenous cultures.
	Ask authentic questions.
	Identify facts and details that support main idea.

SAMPLE DAILY PLANNER

Day	Social Studies Focus Question	Content Understandings	What learning experiences will answer the focus question?
1	What are the geographic features of New York State?	Geography: <ul style="list-style-type: none"> • Location of New York State in relation to other states (countries/world/bodies of water). • Geographic features of New York State and New York City. • Important bodies of water, landforms, mountains, etc., of New York. 	Locate NYS on a map of the United States: <ul style="list-style-type: none"> • Define relative location and describe New York's relative location to other states, major bodies of water, and in the world. • Review basic map reading skills including using cardinal and ordinal directions, legend and scale. Consult <i>The Northeast</i> .
2	What are the geographic features of New York State?	Geography: <ul style="list-style-type: none"> • Location of New York State in relation to other states (countries/world/bodies of water). • Geographic features of New York State and New York City. • Important bodies of water, landforms, mountains, etc., of New York. 	Identify New York State mountains: <ul style="list-style-type: none"> • Brainstorm what students know about mountains • Examine images depicting scenery from several mountain views, such as Bear Mountain or the Adirondacks • Chart observations about the distinct features of mountains. • Identify NYS mountain ranges on blank outline maps; model on a large map. Consult <i>All Around New York</i> and Heinrich's <i>New York</i> .
3	What are the geographic features of New York State?	Geography: <ul style="list-style-type: none"> • Location of New York State in relation to other states (countries/world/bodies of water). • Geographic features of New York State and New York City. • Important bodies of water, landforms, mountains, etc., of New York. 	Identify New York State bodies of water: <ul style="list-style-type: none"> • Divide the students into 3 or more groups. Have each group chart what they know about one of the following: lakes, oceans, rivers, etc. • Draw or write about the distinct features of these bodies of water. • Compare similarities and differences between the bodies of water. • Add NYS bodies of water to their outline maps; model on a large map. Consult Cotter's <i>New York</i> .

4	What are the geographic features of New York State?	<p>Geography:</p> <ul style="list-style-type: none"> • Location of New York State in relation to other states (countries/world/bodies of water). • Geographic features of New York State and New York City. • Important bodies of water, landforms, mountains, etc., of New York. 	<p>Identify NYS natural resources:</p> <ul style="list-style-type: none"> • Define natural resources and discuss the diversity of resources ranging from livestock, produce, minerals, etc. • Examine a natural resource map of NYS, such as in <i>All Around New York</i>, Cotter's <i>New York</i> and Gelman's <i>New York</i>. • Identify the symbols and pair with a corresponding image of the resource (e.g., an image of a forest for the resource timber). • Add natural resources to the student outline maps; model on a large map.
5	What are the geographic features of New York State?	<p>Geography:</p> <ul style="list-style-type: none"> • Location of New York State in relation to other states (countries/world/bodies of water). • Geographic features of New York State and New York City. • Important bodies of water, landforms, mountains, etc., of New York. 	<p>Identify New York State's regions:</p> <ul style="list-style-type: none"> • Define the term region. Look at a NYS map and identify the regions. • Based on the geographic location of a region, make inferences as to the climate. • In small groups examine regional demographic data (population, major industry) such as in <i>New York: The Empire State</i> and <i>All Around New York</i>. • Compare observations and make connections to the influence of geography on the development of these regions.
6	What are the geographic features of New York State?	<p>Geography:</p> <ul style="list-style-type: none"> • Location of New York State in relation to other states (countries/world/bodies of water). • Geographic features of New York State and New York City. • Important bodies of water, landforms, mountains, etc., of New York. 	<p><i>What are the ecosystems of New York State?</i> (sample lesson)</p> <ul style="list-style-type: none"> • Examine plants and animals indigenous to NYS. • Identify NYS habitats and the plants and animals found in each. • Explore how habitats support or do not support a community. <p>Consult <i>New York Plants and Animals</i>.</p>

7	What are the geographic features of New York State?	<p>Geography:</p> <ul style="list-style-type: none"> • Location of New York State in relation to other states (countries/world/bodies of water). • Geographic features of New York State and New York City. • Important bodies of water, landforms, mountains, etc., of New York. 	<p><i>What are the ecosystems of New York State?</i> (sample lesson)</p> <ul style="list-style-type: none"> • Continue working on NYS Habitats/Ecosystems chart. • Research a particular habitat/ecosystem and create reference cards. • Share reference cards and discuss why the habitat would or would not support a community. <p>Consult <i>New York Plants and Animals</i> and <i>All Around New York</i>.</p>
8	How has the geography of New York State changed over time?	<p>Geography:</p> <ul style="list-style-type: none"> • Geographic features of New York State and New York City. • Important bodies of water, landforms, mountains, etc., of New York. 	<p><i>What Was NYC Like 400 Years Ago?</i> (sample lesson)</p> <ul style="list-style-type: none"> • Read narrative nonfiction quotes of early NYS. • Visualize the images described. • Draw representations of the descriptive scenes from the time.
9	How has the geography of New York State changed over time?	<p>Geography:</p> <ul style="list-style-type: none"> • Geographic features of New York State and New York City. • Important bodies of water, landforms, mountains, etc., of New York. 	<p><i>How has the Hudson River changed over time?</i> (sample lesson)</p> <ul style="list-style-type: none"> • Locate the Hudson River on a map. • Based on a reading of <i>Hudson</i>, draw conclusions about what life may have been like 400 years ago. <p>Consult <i>Uniquely New York</i> and <i>E is for Empire</i>.</p>
10	How has the geography of New York State changed over time?	<p>Geography:</p> <ul style="list-style-type: none"> • Geographic features of New York State and New York City. • Important bodies of water, landforms, mountains, etc., of New York. 	<p>Continue <i>How has the Hudson River changed over time?</i> (sample lesson)</p> <ul style="list-style-type: none"> • Analyze illustrations from <i>Hudson</i> to make inferences on how and why the Hudson River has changed. • Share observations. • Discuss how developing technology impacted ecosystems along the Hudson River. • Use the text set to find images (evidence) of other ways NYS ecology has changed over

			time.
11	What is the relationship between New York State geography and Native American settlement patterns?	<p>Geography:</p> <ul style="list-style-type: none"> Geographic features of New York State and New York City. Important bodies of water, landforms, mountains, etc. of New York. 	<p><i>How did the geography of New York State influence where the Native Americans settled? (sample lesson)</i></p> <ul style="list-style-type: none"> Review the purpose of a relief map. Use a relief map to identify key NYS landforms. <p><i>This Land is Your Land: New York.</i></p>
12	What is the relationship between New York State geography and Native American settlement patterns?	<p>Geography:</p> <ul style="list-style-type: none"> Geographic features of New York State and New York City. Important bodies of water, landforms, mountains, etc. of New York. Location of the Iroquois/Algonquian territories of New York. First native inhabitants of New York State: Algonquians, Iroquois. Role of climate, environment, animals, natural resources in the location and development of Native American cultures in New York State. 	<p>Continue <i>How did the geography of New York State influence where the Native Americans settled?</i> (sample lesson).</p> <ul style="list-style-type: none"> Read descriptions of daily life of NYS Native Americans. Make inferences about which regions might support these communities. Compare a Five Nations map with the relief map to evaluate conclusions. <p>Consult <i>The Algonquian of New York, The Lenape and New York Native Peoples.</i></p>
13	How did Native Americans use New York States' natural resources to meet their basic needs?	<ul style="list-style-type: none"> First native inhabitants of New York State: Algonquians, Iroquois. Role of climate, environment, animals, natural resources in the location and development of Native American cultures in New York State. 	<p>Working in groups using maps, identify the natural resources that were available to the Iroquois.</p> <ul style="list-style-type: none"> Brainstorm ways that the Native Americans used these natural resources in their daily lives. Examine the connection between Native American respect for nature and their use of natural resources. Study how the Iroquois utilized all parts of animals they hunted. <p>Consult <i>The Algonquian of New York, The</i></p>

			<i>Lenape, Native Americans in New York and New York Native Peoples.</i>
14	How did Native Americans use New York States' natural resources to meet their basic needs?	<ul style="list-style-type: none"> First native inhabitants of New York State: Algonquians, Iroquois. Role of climate, environment, animals, natural resources in the location and development of Native American cultures in New York State. 	<p>Search through text set to find examples of how the Iroquois utilized the natural resources. Share findings.</p> <ul style="list-style-type: none"> Create a chart comparing the Iroquois practices to our use of these natural resources today. <p>Consult: <i>The Iroquois: People of the Longhouse, If You Lived with the Iroquois, The Iroquois: The Six Nation Confederacy.</i></p>
15	How did the structure of New York State Native American life result in complex, self-sustaining communities?	<ul style="list-style-type: none"> First native inhabitants of New York State: Algonquians, Iroquois. 	<p>Ask students "What makes a culture?"</p> <ul style="list-style-type: none"> Discuss reasons why people form communities. Using the map of Native American settlements, identify the many Algonquian settlements located in NYS and neighboring states. Jigsaw cultural features the Algonquians shared, such as language, beliefs, social systems, economy, religion, government, etc. What are the benefits of belonging to a culture made of smaller individual groups? In what ways did these clans work together? <p><i>The Northeast Indians, The Algonquin, and The Eastern Woodlands Indians.</i></p>
16	How did the structure of New York State Native American life result in complex, self-sustaining communities?	<ul style="list-style-type: none"> First native inhabitants of New York State: Algonquians, Iroquois. 	<p><i>How did the Iroquois Confederacy govern and make laws? sample lesson.</i></p> <ul style="list-style-type: none"> Identify the factors that led the Five Nations to set aside disagreements. Examine the key features of the Iroquois Confederacy. Appreciate how the Iroquois form of

			government was a model for the U.S. government.
17	How did the structure of New York State Native American life result in complex, self-sustaining communities?	<ul style="list-style-type: none"> First native inhabitants of New York State: Algonquians, Iroquois. Focus: Case study of a New York State Native American culture. Example: The Lenape. 	<p>Case study introduction: <i>Who were the Lenape?</i></p> <ul style="list-style-type: none"> Review student maps and identify where the Lenape lived, focusing on NYC. Recognize that many of the Lenape also lived outside of NYS. Use <i>The Lenape</i> to read aloud background information that includes Lenape settlement patterns and identification as Delaware and Algonquian. Do a 3-2-1 activity (3 facts, 2 questions and 1 opinion) based on the background reading. <p>Also consult <i>The Algonquian of New York</i>.</p>
18	How did the structure of New York State Native American life result in complex, self-sustaining communities?	<ul style="list-style-type: none"> First native inhabitants of New York State: Algonquians, Iroquois. Focus: Case study of a New York State Native American culture. Example: The Lenape. 	<p><i>How did the Lenape use natural resources to meet their basic needs?</i> (sample lesson)</p> <ul style="list-style-type: none"> Identify a community's basic needs. Analyze an image of a Lenape village, making inferences about how this culture used natural resources to meet their needs. Research other ways the Lenape used natural resources. <p>Consult <i>Life in a Longhouse Village</i>, <i>The Lenape</i> and <i>The Algonquin</i>.</p>
19	How did the structure of New York State Native American life result in complex, self-sustaining communities?	<ul style="list-style-type: none"> First native inhabitants of New York State: Algonquians, Iroquois Focus: Case study of a New York State Native American culture. Example: The Lenape. 	<p><i>Objects and the Stories They Tell.</i>(sample lesson)</p> <ul style="list-style-type: none"> Examine artifacts to draw conclusions about Lenape life. <p>Consult <i>New York Native Peoples</i>.</p>

20	How did the structure of New York State Native American life result in complex, self-sustaining communities?	<ul style="list-style-type: none"> First native inhabitants of New York State: Algonquians, Iroquois. Focus: Case study of a New York State Native American culture. Example: The Lenape. 	<p><i>What role did animals have in Native American culture?</i> (sample lesson)</p> <ul style="list-style-type: none"> Examine Native American use of animals to represent clans. Identify the characteristics of NYS animals. Select an animal to represent a clan of their own. <p>Consult <i>The Lenape</i>, <i>The Iroquois</i>.</p>
21	How did the structure of New York State Native American life result in complex, self-sustaining communities?	<ul style="list-style-type: none"> First native inhabitants of New York State: Algonquians, Iroquois. Focus: Case study of a New York State Native American culture. Example: The Lenape. 	<p><i>How are Lenape values and beliefs reflected in their creation myths?</i> (sample lesson)</p> <ul style="list-style-type: none"> Examine the role of myths in culture. Compare Lenape myths. Draw conclusions about Lenape beliefs and ways of life.
22	How did the structure of New York State Native American life result in complex, self-sustaining communities?	<ul style="list-style-type: none"> First native inhabitants of New York State: Algonquians, Iroquois. Focus: Case study of a New York State Native American culture. Example: The Lenape. 	<p>Use text sets and websites to identify jobs and roles each member of the Lenape performed.</p> <ul style="list-style-type: none"> Discuss why members of the Lenape (men, women, children, elders) had different roles. Understand that every member contributed to the welfare of the group. Make a chart comparing these roles to those we have today. Draw conclusions about the similarities and differences.
23	How did the structure of New York State Native American life result in complex, self-sustaining communities?	<ul style="list-style-type: none"> First native inhabitants of New York State: Algonquians, Iroquois. Focus: Case study of a New York State Native American culture. Example: The Lenape. 	<p><i>How did the Lenape govern and make laws?</i> (sample lesson)</p> <ul style="list-style-type: none"> Discuss why communities need rules and laws. Read selections on Lenape government. Make observations about how leaders were chosen and laws were made. Compare to contemporary systems of government.

24	How did the structure of New York State Native American life result in complex, self-sustaining communities?	<ul style="list-style-type: none">• First native inhabitants of New York State: Algonquians, Iroquois.• Role of climate, environment, animals and natural resources in the location and development of Native American cultures in New York State.	<i>Native American Honor the Earth project</i> <ul style="list-style-type: none">• Work in pairs to select an example of how NYS Native Americans were connected to the natural world.• Write a description of this connection.• Represent this idea/concept using a creative medium such as a drawing, skit or song.
25	How did the structure of New York State Native American life result in complex, self-sustaining communities?	<ul style="list-style-type: none">• First native inhabitants of New York State: Algonquians, Iroquois.• Role of climate, environment, animals and natural resources in the location and development of Native American cultures in New York State.	<i>Native American Honor the Earth project</i> <ul style="list-style-type: none">• Complete presentations.• Participate in a gallery walk.• Ask questions of other groups.

**LEARNING AND PERFORMANCE STANDARDS CORRELATED TO:
NATIVE AMERICANS: FIRST INHABITANTS OF NEW YORK STATE**

<i>New York State Social Studies Learning Standards and Key Ideas</i>	<i>Representative Social Studies Performance Indicators</i>
<p>History of the United States and New York State Key Idea 1.1: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.</p> <p>Key Idea 1.2: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</p> <p>Key Idea 1.3: The study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p> <p>Key Idea 1.4: The skills of historical analysis include the ability to: explain the significance of historical evidence, weigh the importance, reliability, and validity of evidence, understand the concept of multiple causation, and understand the importance of changing and competing interpretations of different historical developments.</p> <p>World History Key Idea 2.3: The study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.</p>	<p>1.1a: Know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it.</p> <p>1.2a: Gather and organize information about the traditions transmitted by various groups living in their neighborhood and community.</p> <p>1.3a: Gather and organize information about the important accomplishments of individuals and groups, including Native Americans, living in their neighborhoods and communities.</p> <p>1.4c: View historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.</p> <p>2.3a: Understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities.</p>

Key Idea 2.4: The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.

Geography

Key Idea 3.1: Geography can be divided into six essential elements, which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.

Key Idea 3.2: Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.

Economics

Key Idea 4.1: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.

Civics, Citizenship and Government

Key Idea 5.1: The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.

2.4b: Explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world.

3.1c: Locate places within the local community, state and nation; locate the Earth's continents in relation to each other and to principal parallels and meridians.

3.1e: Investigate how people depend on and modify the physical environment.

3.2a: Ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other people and places.

4.1a: Know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources.

5.1d: Understand that social and political systems are based upon people's beliefs.

Sample list of strategies that Social Studies and ELA have in common.
Check all that apply and add new strategies below

- ☐ Present information clearly in a variety of oral, written and project-based forms that may include summaries, brief reports, primary documents, illustrations, posters, charts, points of view, persuasive essays and oral and written presentations.
- ☐ Use details, examples, anecdotes, or personal experiences to clarify and support your point of view.
- ☐ Use the process of pre-writing, drafting, revising and proofreading (the “writing process”) to produce well-constructed informational texts.
- ☐ Observe basic writing conventions, such as correct spelling, punctuation and capitalization, as well as sentence and paragraph structures appropriate to written forms.
- ☐ Express opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues and experiences, supporting their opinions with some evidence.
- ☐ Present arguments for certain views or actions with reference to specific criteria that support the argument; work to understand multiple perspectives.
- ☐ Use effective and descriptive vocabulary; follow the rules of grammar and usage; read and discuss published letters, diaries and journals.
- ☐ Gather and interpret information from reference books, magazines, textbooks, web sites, electronic bulletin boards, audio and media presentations, oral interviews and from such sources as charts, graphs, maps and diagrams.
- ☐ Select information appropriate to the purpose of the investigation and relate ideas from one text to another; gather information from multiple sources.
- ☐ Select and use strategies that have been taught for note taking, organizing and categorizing information.
- ☐ Support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns.

Add your own strategies:

NYCDOE SOCIAL STUDIES SCOPE AND SEQUENCE

Grade	Units of Study						
K	School and School Community		Self and Others		Families		The Neighborhood
First	Families are Important		Families, Now and Long Ago		Families in Communities		The Community
Second	Our Community's Geography		New York City Over Time		Urban, Suburban and Rural Communities		Rights, Rules and Responsibilities
Third	Introduction to World Geography and World Communities				Case Study of a Community in Africa, Asia, South America, The Caribbean, Middle East, Europe, Southeast Asia, or Australia <i>Teacher should select 3-6 world communities to study that reflect diverse regions of the world</i>		
Fourth	Native Americans: First Inhabitants of NYS	Three Worlds Meet	Colonial and Revolutionary Periods		The New Nation	Growth and Expansion	Local and State Government
Fifth	Geography and Early Peoples of the Western Hemisphere	The United States		Latin America		Canada	Western Hemisphere Today
Sixth	Geography and Early Peoples of the Eastern Hemisphere	Middle East		Africa		Asia	Europe
Seventh	Early Encounters: Native Americans and Explorers	Colonial America and the American Revolution		A New Nation		America Grows	Civil War and Reconstruction
Eighth	An Industrial Society	The Progressive Movement	The United States as an Expansionist Nation		The United States between Wars	The United States Assumes Worldwide Responsibilities	From World War II to the Present: The Changing Nature of the American People
Ninth	Ancient World-Civilizations & Religions		Expanding Zones of Exchange and Encounter		Global Interactions (1200-1650)		The First Global Age (1450-1770)
Tenth	An Age of Revolution (1750-1914)		Crisis and Achievement Including World Wars (1900-1945)		The 20th Century Since 1945		Global Connections and Interactions
Eleventh	Forming a Union	Civil War and Reconstruction		Industrialization, Urbanization and the Progressive Movement		Prosperity and Depression: At Home and Abroad (1917-1940)	Triumphs and Challenges in American Democracy (1950-present)
Twelfth	Economics and Economic Decision Making				Participation in Government		

II.

Principles Guiding the Development of this Unit



PRINCIPLES OF QUALITY SOCIAL STUDIES INSTRUCTION

Quality social studies instruction must:

cultivate civic responsibility and awareness so that students become active and informed participants of a democratic society.

expose students to the diversity of multiple perspectives through the use of historically accurate and culturally relevant and sensitive materials.

integrate the study of content and concepts with the appropriate skills and vocabulary both within and across content areas.

nurture inquiry and critical thinking that enables students to make connections between major ideas and their own lives.

immerse students in the investigation of the enduring themes that have captivated historians in their study of humanity, people and events that individually and collectively have shaped our world.

INQUIRY IN THE SOCIAL STUDIES CLASSROOM

Knowledge does not easily pass from one source to another. We cannot “make” students understand. Students learn best when they look for and discover answers to their own questions; when they make their own connections and when inquiry is at the heart of learning.

Teacher’s Role

The teacher is a mediator and facilitator for student learning. S/he may present a problem or question to students and ask questions such as: What can we find out about this topic? Why is it important? What impact has it had and why? What else do you need to know? S/he helps students think through strategies for investigations and ways to successfully monitor their own behavior. The teacher also helps students reflect on their work and processes.

Scaffold the Learning

Throughout a learning experience, the teacher must scaffold the learning for students. Mini-lessons are planned around student needs to help move them towards successful completion of a task or understanding of a concept. You cannot expect students to write a research report if you have not supported them with note-taking skills and strategies. Breaking tasks into manageable sub-skills (while keeping the context real and meaningful!) also helps students experience success.

Students’ Role

Students should be active participants in their learning. They must take responsibility for their learning, ask questions for themselves, take initiative, and assess their own learning. They must demonstrate independence (from the teacher) and dependence on others (in group projects) when and where appropriate.

Assessment

Assessment is a tool for instruction. It should reflect what students know, not just what they don’t know. Teachers need to utilize more than one method of assessment to determine what students know or have learned. Assessment measures can be formal and informal; tasks can be chosen by students and by teachers; speaking, writing and other types of demonstrations of learning can be employed.

SOCIAL STUDIES SKILLS

Comprehension Skills

- making connections
- comparing and contrasting ideas
- identifying cause and effect
- drawing inferences and making conclusions
- paraphrasing; evaluating content
- distinguishing fact and opinion
- finding and solving multiple-step problems
- decision making
- handling/understanding different interpretations

Research and Writing Skills

- getting information; using various note-taking strategies
- organizing information
- identifying and using primary and secondary sources
- reading and understanding textbooks; looking for patterns
- interpreting information
- applying, analyzing and synthesizing information
- supporting a position with relevant facts and documents
- understanding importance
- creating a bibliography and webography

Interpersonal and Group Relation Skills

- defining terms; identifying basic assumptions
- identifying values conflicts
- recognizing and avoiding stereotypes
- recognizing different points of view; developing empathy and understanding
- participating in group planning and discussion
- cooperating to accomplish goals
- assuming responsibility for carrying out tasks

Sequencing and Chronology Skills

- using the vocabulary of time and chronology
- placing events in chronological order
- sequencing major events on a timeline; reading timelines
- creating timelines; researching time and chronology
- understanding the concepts of time, continuity and change
- using sequence and order to plan and accomplish tasks

Map and Globe Skills

- reading maps, legends, symbols, and scales
- using a compass rose, grids, time zones; using mapping tools
- comparing maps and making inferences; understanding distance
- interpreting and analyzing different kinds of maps; creating maps

Graph and Image

- decoding images (graphs, cartoons, paintings, photographs)
- interpreting charts and graphs

Analysis Skills

- interpreting graphs and other images
- drawing conclusions and making predictions
- creating self-directed projects and participating in exhibitions
- presenting a persuasive argument

NEW RESEARCH ON CONTENT LITERACY AND ACADEMIC VOCABULARY

Reading and writing in the content areas require our students to have high-level literacy skills such as the capacity to make inferences from texts, synthesize information from a variety of sources, follow complex directions, question authenticity and understand content-specific and technical vocabulary.

Every academic discipline (like social studies or history) has its own set of literacy demands: the structures, organization and discourse that define the discipline. Students will not learn to read and write well in social studies unless they understand these demands. They need to be taught the specific demands of the discipline and to spend a significant amount of time reading, writing and discussing with their peers and their teachers.

To truly have access to the language of an academic discipline, students need to become familiar with that discipline's essence of communication. We do not read a novel, a math text or social studies text in the same way or with the same purposes. In social studies we often deal with the events, ideas and individuals that have historical significance. An example would be how social studies require the reader to consider context in the following way:

To understand a primary source, we need to consider the creator of the document, the era in which it was created and its purpose.

The role of knowledge and domain-specific vocabulary in reading comprehension has been well researched, and we understand that students need opportunities to learn not only subject area concepts, but also vocabulary to have the ability to read the broad range of text types they are exposed to in reading social studies.

New research has shown that one factor in particular—**academic vocabulary**—is one of the strongest indicators of how well students will learn subject area content when they come to school. Teaching the specific terms of social studies in a specific way is one of the strongest actions a teacher can take to ensure that students have the academic background knowledge they need to understand the social studies content they will encounter in school.

For more information:

Alliance for Excellent Education *Literacy Instruction in the Content Areas June 2007*

Vacca and Vacca *Content Area Reading. Literacy and Learning Across the Curriculum*

Robert Marzano
& Debra Pickering *Building Academic Vocabulary*

SOCIAL STUDIES CONTENT AREA READING STRATEGIES

Content area literacy requires students to use language strategies to construct meaning from text. Specific reading strategies support students as they interact with text and retrieve, organize and interpret information.

Use Bloom's Taxonomy. From least to most complex, the competencies/thinking skills are knowledge, comprehension, application, analysis, synthesis and evaluation. The taxonomy is useful when designing questions or student activities/projects.

Use "academic" vocabulary. An understanding of the academic language connected to a discipline is an important component of content comprehension. Students need this knowledge to function successfully. Short identified four types of vocabulary that social studies students regularly encounter: terms associated with instructional, or directional, tools ("north," "below,"); concrete terms ("Stamp Act"); conceptual terms ("democracy," "taxation"); and functional terms (such as a request to accurately "sequence" a group of events). According to Short, students should not only be made aware of these categories, they should be encouraged to employ examples from each type of vocabulary in classroom discussions.

Be aware of what social studies texts demand of the reader. It is important to be cognizant of the specific demands that any given text will make on a reader. These demands can be to determine main ideas; locate and interpret significant details; understand sequences of events; make comparisons; comprehend cause-effect relationships; determine the meaning of context-dependent words, phrases and statements; make generalizations; and analyze the author's voice and method.

Anticipate the main idea. Prior to beginning a reading assignment, ask students to skim the text and then think about what they anticipate the author's main idea or message to be. Encourage them to consider clues such as the text's title, paragraph headings, repetition of a particular name or term, and any related terms that might indicate the writer's focus. Review students' predictions, and plan to review again in the post-reading activities. Students can be made aware of which skim-reading clues proved helpful and which did not.

Make connections. Before reading, it is helpful for students to ask themselves "What do I *think* I know about this topic?" Starting with the feeling of familiarity and context tends to make students more interested — and interactive — readers. Surveying what students think they already know about a topic may also have the benefit of exposing misunderstandings and biases.

Preview vocabulary. Give students a chance to preview a text's critical "academic terms." To preview academic vocabulary, you might utilize a *Wordsplash* followed by student discussion and then post words on the word wall.

Focus on questions. The best questions are those that students raise about the assigned topic. Students' own curiosity will encourage attentive reading. You can also prepare questions — a reading outline that is tailored to the reading material for less skilled readers. These guides can be either content-oriented or skill-oriented, but they will focus the reader. More advanced readers can find and paraphrase the main idea of a particular paragraph or text.

During Reading

During-reading strategies help students monitor their comprehension as they read. These should be directly related to the type of text with which students are interacting.

Encourage a critical lens Encourage students to discover the voice behind any printed material. Whether a textbook, an article, a primary document or eyewitness account, all texts are written by someone. Help students identify the publisher of the source or the writer to determine why the text was written, the audience for whom it was intended, and the purpose of the text. Aid students in making inferences as to the writer's target audience. This type of critical lens will help students develop critical reading skills and to recognize and select the best types of source for various research projects.

Identify the author's style. Some writers begin with an anecdote, then explain how it does (or does not) illustrate their topic. Others set the scene for re-visiting an historic event, then focus on its chronology. Journalists often compress key information within the opening paragraph, and then follow up with more details and/or with comments by experts. Invite students to speculate on what effect each approach might have on various audiences. Challenge students to try these styles in their own writing and reports.

Look for the Five Ws. When working with newspaper articles have students identify the **Who, What, Where, When** and **Why** of any major event reported by the writer.

Note comparisons/contrasts. Point out that writers use statements of contrast and comparison to signal that a comparison or contrast has been made and that it is significant.

Recognize cause-effect arguments. When historians, politicians, and economists explain causal relationships within their fields of expertise, they tend to use qualifying terms. Have students develop a list of the vocabulary that such writers use when making cause-effect arguments ("as one result," "partly on account of," "helps to explain why," etc.). Because of this need for qualification, you are framing questions in a specific way will allow students to sum up a cause-effect argument, without actually endorsing it. Example: "How does the author explain the causes of globalization?" But not: "What were the causes of globalization?"

Interpret sequence wisely. Related events that follow one another may be elements of a cause-effect relationship or they may not. When an author "chains" events using terms like "and then.... and then.... next.... finally...." remind students to look for additional verbal clues before deciding that this sequence of events demonstrates a true cause-effect relationship.

Post-Reading Review

Post-reading strategies help students review and synthesize what they've read:

Graphic Organizers. Students may often need assistance to grasp an author's basic argument or message. Graphic organizers — flowcharts, outlines and other two-dimensional figures — can be very helpful.

Paraphrase. After students complete a reading assignment, ask them to paraphrase, in writing, or orally using three to five sentences. Review these summaries being sure to

include references to: the topic, the author's main idea, the most critical detail(s), and any key terms that give the argument its unique quality.

Time order and importance. When an author's argument depends upon a cluster of linked reasons and/or a series of logical points, readers can list the author's key points, and rank them in order of importance. When knowing the chronology of events in a particular text is important, students can list the 5 to 10 time-related events cited by the author.

True or false? Give students a list of 10 statements (true and false statements) related to the content of the text. Ask them to decide whether each statement is true or false, according to the author. Ask students to cite the particular part of the text on which they base their answer. This can also be adapted to help students discriminate between fact and opinion. Encourage students to preface their statements with the phrase 'according to the author.'

Key issues. After reading is a good time to encourage students to analyze and evaluate the author's argument on a theme or presentation of an issue in the social studies topic being studied. Students need time and guidance in order to evaluate an author's argument. This evaluation can spur additional reading and research as students will want to track down and read other sources/authors on the same topic.

Making meaning. Becoming a critical reader and thinker involves acquiring a number of skills and strategies. What, can teachers do to help students comprehend the literal meaning and also read as an expert historian? One way to begin is with a Scavenger Hunt. The questions below offer some examples to guide students through a scavenger hunt of their social studies texts:

1. How many chapters/sections are in your text?
2. How is the book organized?
3. What type of information is placed at the beginning of the book, and why is this important?
4. What types of strategies or skills might a reader need to successfully read the books/texts?
5. While textbook chapters contain special features, trade books may not have the same features. What special features can you find in the book collections? Why might these features be important to your understanding the contents of the book?
6. How will the questions above help you better read the texts? Why?

Doty, Cameron, and Barton's (2003) research states that "teaching reading in social studies is not so much about teaching students basic reading skills as it is about teaching students how to use reading as a tool for thinking and learning."

Adapted from Reading Skills in the Social Studies, www.learningenrichment.org/reading.html

DIVERSITY AND MULTIPLE PERSPECTIVES: AN ESSENTIAL COMPONENT

Educators who are passionate about teaching history realize the importance of including multiple perspectives. The National Council for Social Studies (NCSS) and the New York State Department of Education stress the importance of the inclusion of multiple perspectives when teaching history. Research also shows us that comparing, contrasting, analyzing, and evaluating multiple perspectives helps all students become critical thinkers engaged in the learning process (Banks, 2000; Banks & Banks, 2004).

With all the demands and time constraints associated with content teaching it is easy to neglect some aspects, but the inclusion of multiple perspectives during the planning of curriculum and instructional experiences in social studies is very important and must be a core component of good social studies teaching and learning.

Examining history through multiple perspectives will increase students' ability to analyze and think critically. Looking at events and problems from different angles or perspectives engages students deeply as it provides them with a skill that is essential in a democratic society as diverse and complex as our own.

Teachers can help students develop multiple perspectives and cultural sensitivity by modeling critical thinking skills and by using culturally diverse materials. Exposing students to multiple sources of information will cultivate an understanding and appreciation of diverse perspectives. Students will be exposed to learning that will require them to develop insight and awareness of: the many perspectives involved in history making and analysis, important critical thinking skills to deal with conflicting pieces of information, the ability to detect and analyze bias, and an awareness of stereotyping. They will also experience first hand how new information can shape previously held beliefs and conclusions.

Using quality trade books that reflect a variety of views and perspectives on the same topics or events can help students develop *historical empathy* (Kohlmeier, 2005). All citizens of a democratic society who can display *historical empathy* are able to recognize and consider multiple perspectives, can distinguish significant from insignificant information and can critically evaluate the validity and merit of various sources of information.

When teaching topics in social studies, instead of relying on one definition or accepted sequence of events, encourage students to explore a broad range of understandings by asking important questions such as:

From whose perspective is this account given?

Could there be other perspectives or interpretations? Why might this be so?

Whose voices are heard? Whose voices are omitted?

What evidence is provided? How can we judge the quality of the evidence?

How are specific groups or individuals portrayed in this account? Why might this be so?

Why do different versions of events exist and what impact do they have on our ideas of “truth” and historical accuracy?

Our goal in social studies is primarily to nurture democratic thinking and civic engagement; we can achieve this goal if we provide our students with the authentic voices of many peoples and the opportunity to explore alternate ways of perceiving the world.

“Powerful social studies teaching helps students develop social understanding and civic efficacy.... Civic efficacy—the readiness and willingness to assume citizenship responsibilities—is rooted in social studies knowledge and skills, along with related values (such as concern for the common good) and attitudes (such as an orientation toward participation in civic affairs). The nation depends on a well-informed and civic-minded citizenry to sustain its democratic traditions, especially now as it adjusts to its own heterogeneous society and its shifting roles in an increasingly interdependent and changing world.” National Council for Social Studies

READING AS A HISTORIAN

Good social studies teachers are changing the focus of teaching history from a set of known facts to a process of investigation, modeled on how actual historians work. Students can learn that history is open to interpretation. Students can be taught to approach history like historians who analyze multiple primary and secondary sources and artifacts related to a single event, thereby questioning earlier conclusions drawn from them.

Using multiple documents poses challenges for readers, however. Some students may be unable to use the organizational patterns of historical texts with adequate comprehension. Textbooks are mostly narrative, using a combination of **structures**: chronological, sequential and cause-and-effect (Britt et al., 1994). Primary and secondary sources, on the other hand, may have very different structures and purposes. These documents are often created in other formats, such as propaganda leaflets, political notices, essays, memoirs, journals or cartoons. These texts may not have main ideas explicitly stated, and the relationships between ideas may not be clearly expressed.

The writer's purpose can also influence the organizational structure of a document. For example, a propaganda leaflet may use a compare/contrast structure to illustrate opposing viewpoints. Primary and secondary sources may vary from the sequential narrative form that students see in textbooks to using structures such as problem/solution, main idea with supporting details, or compare/contrast.

If students do not recognize a text's structure, their comprehension will be compromised. Reading researchers have shown that successful learners use text structures, or “frames,” to guide their learning (Armbruster & Anderson, 1984; Buehl, 2001; Jones, Palincsar, Ogle, & Carr, 1987). Students who understand basic text structures and graphically depict the relationships among ideas improve both comprehension and recall (Armbruster & Anderson, 1984; RAND Reading Study Group, 2003). For example, a fluent reader who recognizes a problem stated in a text will begin looking for a solution.

The use of a variety of documents, rather than one book, requires additional cognitive skills of the reader. Thus, students need to be aware of the **source** information provided with the documents, in addition to their context. Also, rather than unquestioningly accepting facts, as students often do with textbooks, readers of multiple documents may face different interpretations of the same event based on contradictory evidence. The documents themselves can have varying degrees of reference; for example, a secondary source may refer to a primary source. Therefore, a student must be able to mentally organize a large amount of disparate and conflicting information and make literal sense out of it.

Sam Wineburg (2001) notes that true historians comprehend a **subtext** on the literal, inferred, and critical levels. These subtexts include what the writer is saying literally but also any possible biases and unconscious assumptions the writer has about the world. Historians “try to reconstruct authors' purposes, intentions, and goals” as well as understand authors' “assumptions, world view, and beliefs” (pp. 65–66). Wineburg calls readers who believe exactly what they read “mock” readers while “actual” readers take a critical and skeptical stance toward the text.

Judy Lightfoot has constructed the following chart (based on Wineburg's work at Stanford) detailing the characteristics of an expert reader of history versus those of a novice reader.

HOW EXPERTS AND NOVICES TEND TO READ HISTORICAL TEXTS

Experts . . .	Novices . . .
Seek to <i>discover context and know content</i> .	Seek only to <i>know content</i> .
Ask what the text <i>does</i> (purpose).	Ask what the text <i>says</i> ("facts").
Understand the <i>subtexts</i> of the writer's language.	Understand the <i>literal meanings</i> of the writer's language.
See any text as a <i>construction</i> of a vision of the world.	See texts as a <i>description</i> of the world.
See texts as <i>made by persons with a view of events</i> .	See texts as <i>accounts of what really happened</i> .
Consider <i>textbooks less trustworthy</i> than other kinds of documents.	Consider <i>textbooks very trustworthy</i> sources.
Assume <i>bias</i> in texts.	Assume <i>neutrality, objectivity</i> in texts.
Consider <i>word choice</i> (connotation, denotation) and <i>tone</i> .	<i>Ignore word choice and tone</i> .
Read slowly, <i>simulating a social exchange between two readers</i> , "actual" and "mock."	Read to <i>gather lots of information</i> .
<i>Resurrect</i> texts, like a magician.	<i>Process</i> texts, like a computer.

Compare texts to judge different, perhaps divergent accounts of the same event or topic.	Learn the “right answer.”
Get <i>interested</i> in contradictions, ambiguity.	Resolve or ignore contradictions, ambiguity.
Check <i>sources</i> of document.	Read the <i>document</i> only.
Read like <i>witnesses to living, evolving events</i> .	Read like <i>seekers of solid facts</i> .
Read like <i>lawyers making a case</i> .	Read like <i>jurors listening to a case someone made</i> .
Acknowledge <i>uncertainty and complexity</i> in the reading with qualifiers and concessions.	Communicate “ <i>the truth</i> ” of the reading, sounding as certain as possible.
<p>Source: From Judy Lightfoot, “Outline of Sam Wineburg's Central Arguments in ‘On the Reading of Historical Texts.’” Available: http://home.earthlink.net/~judylightfoot/Wineburg.html. Based on “On the Reading of Historical Texts: Notes on the Breach Between School and Academy,” by Samuel Wineburg, <i>American Educational Research Journal</i>, Fall 1991, pp. 495–519.</p>	

HOW TO DEVELOP CONCEPT UNDERSTANDING

Concept development is a strategy to help students move from facts to concepts to generalizations. Concepts are the basic tools of thinking and inquiry in social studies. Unless students understand what a concept is they will be unable to understand and categorize facts and move toward generalizations.

Concepts are the categories we use to cluster information. Concepts organize specific information under one label. They are the links between facts and generalizations. To understand a generalization, students first must understand its component concepts. For example, in order to understand the generalization, “People in communities are interdependent,” students must know the meaning of the two concepts of community and interdependence.

Concepts can be grouped into two general types: **concrete** and **defined**. Concrete concepts are those that students can see (e.g., river, mountain, clothing, shelter, family, government, etc.). Concrete concepts have properties or attributes that students can observe. Defined concepts are concepts that are abstract and not directly observable (e.g., democracy, region, citizenship, reform, revolution, justice, nationalism, capitalism, etc.). Since defined concepts have meanings that are not readily observed, their definitions are built through a comparison of several examples.

The teaching of defined concepts is more difficult and requires a series of learning experiences that help develop the meaning of abstract concepts. Research in the teaching of concepts has identified the following steps that teachers can use in order to teach concepts effectively.

- Brainstorm a set of examples of a particular concept.
- Identify one example that is a “best” example.
- Brainstorm a set of non-examples of the concept.
- Identify the characteristics of each example.
- Develop questions that will help students identify the characteristics, the similarities, and the differences in the examples and non-examples used.
- Have students compare all the examples with the most clear or strongest example.
- Have students identify the critical characteristics of the “best” example.
- Ask students to develop a definition of the concept. The definition should include the category that contains the concept as well as the critical characteristics of the concept.
- Connect the concept to prior student knowledge.
- Use the concept when appropriate in new situations.

Two teaching strategies for developing concepts are direct instruction and inductive reasoning. Both strategies include attention to the identification of common characteristics (attributes), use of examples and non-examples, classifying or grouping items, naming or labeling the group, and using the concept in ongoing activities.

Direct instruction by the teacher includes the following steps:

- State the concept to be learned or pose a question. (“Today we are going to learn about capitalism” or “What is a peninsula?”).

- Identify the defining characteristics (attributes) of the concept. Classify or group the common attributes.
- Present the students with several examples of the concept. Have them determine the pattern revealed by the characteristics to develop a generalized mental image of the concept.
- Present some non-examples. The non-examples must violate one or more of the critical attributes of the concepts. Begin with the best non-example.
- Have students develop a definition of the concept based on its category and critical characteristics.
- Apply the definition to a wide variety of examples and non-examples. Modify the definition of the concept as new examples are identified.

The inductive reasoning approach involves students themselves developing the concept from the facts identified in several examples and non-examples. This approach emphasizes the classifying process and includes the following steps:

- Have students observe and identify items to be grouped (“Which items are shown in this picture?”).
- Identify the characteristics (attributes) used to group each set of items (“Which items seem to belong together? Why?”)
- Name, label, or define each group (“What is a good name for each group?”)
- Have students develop a definition of the name (concept) for each group, using the characteristics or attributes for each group.
- Test the definition by applying it to a wide variety of examples and non-examples.
- Refine, modify, or adjust the definition of the concept as further examples are identified. Inductive reasoning works better with concrete concepts.

Adapted from: Social Studies Department/San Antonio Independent School District

INTERDISCIPLINARY MODELS: LITERACY AND SOCIAL STUDIES AS NATURAL PARTNERS

What is interdisciplinary curriculum?

An interdisciplinary curriculum can best be defined as the intentional application of methodology, practices, language, skills and processes from more than one academic discipline. It is often planned around an exploration of an overarching theme, issue, topic, problem, question or concept. Interdisciplinary practices allow students to create connections between traditionally discrete disciplines or bodies of content knowledge/skills, thus enhancing their ability to interpret and apply previous learning to new, related learning experiences.

Planning for interdisciplinary units of study allows teachers to not only make important connections from one content or discipline to another, but also to acquire and apply understandings of concepts, strategies and skills that transcend specific curricula.

When teachers actively look for ways to integrate social studies and reading/writing content (when and where it makes the most sense), the pressure of not enough time in the school day to get all the content covered is reduced. Teachers should also think about hierarchy of content and make smart decisions as to what curricular content is worthy of immersion and knowing versus that which requires only exposure and familiarity (issues of breadth vs. depth).

With these thoughts in mind, teachers can begin to emphasize learning experiences that provide students with opportunities to make use of content and process skills useful in many disciplines.

“...activities designed around a unifying concept build on each other, rather than remaining as fragmented disciplines.... Creating a connection of ideas as well as of related skills provides opportunities for reinforcement. Additionally, sharp divisions among disciplines often create duplication of skills that is seldom generalized by our students. However... when concepts are developed over a period of time... young people are more likely to grasp the connections among ideas and to develop and understand broad generalizations.” (*Social Studies at the Center. Integrating, Kids Content and Literacy*, Lindquist & Selwyn 2000)

Clearly this type of curricular organization and planning has easier applications for elementary schools where one teacher has the responsibility for most content instruction. Understanding that structures for this kind of work are not the standard in most middle schools, content teachers can still work and plan together regularly to support student learning and success.

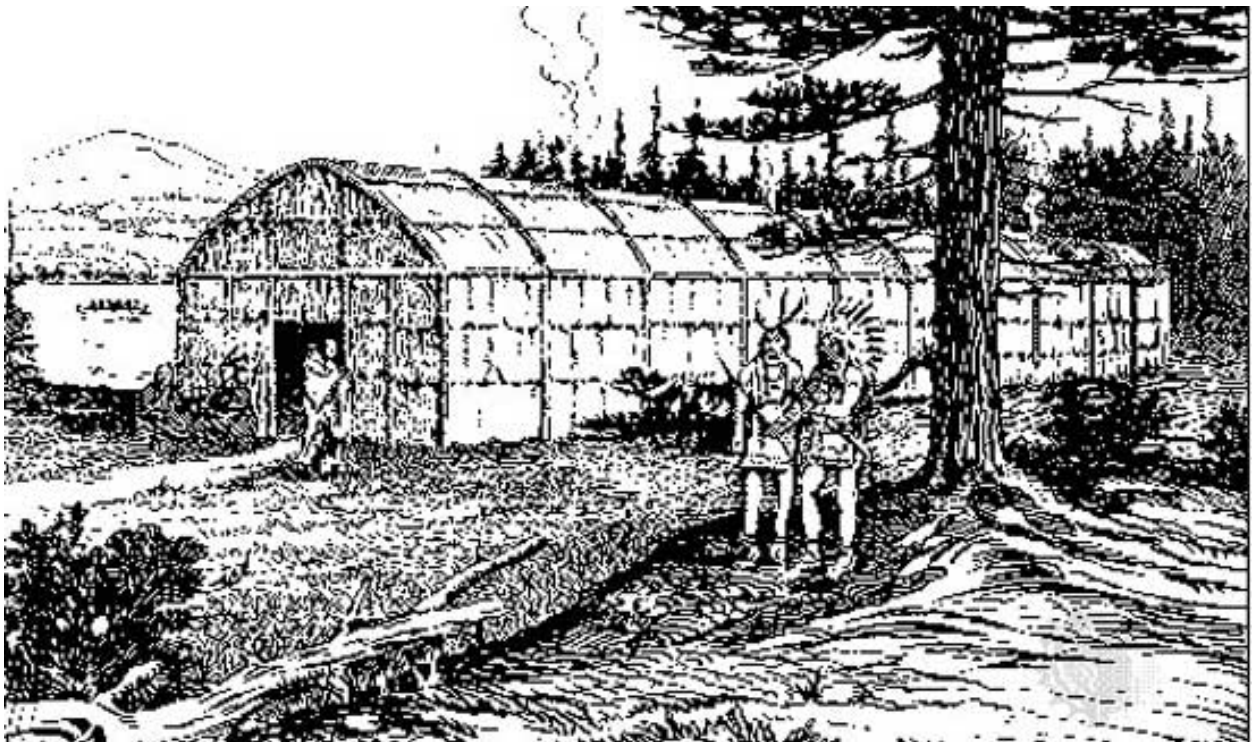
For schools immersed in reading and writing workshop structures, there are many units of study that allow for seamless integration with social studies content.

For more information and research around integrated or interdisciplinary planning and teaching, see the work of:

Heidi Hayes Jacobs	<i>Interdisciplinary Design & Implementation, and Mapping the Big Picture: Integrating Curriculum and Assessment</i>
Robin Fogarty	<i>How to Integrate Curricula: The Mindful School</i>
David B. Ackerman	<i>Intellectual & Practical Criteria for Successful Curriculum Integration</i>
Davis N. Perkins	<i>Knowledge by Design</i>
Grant Wiggins & Jay McTighe	<i>Understanding by Design</i>
Carol Ann Tomlinson and Jay McTighe	<i>Integrating Differentiated Instruction & Understanding by Design</i>
Harvey Daniels & Steven Zemelman	<i>Subjects Matter: Every Teacher's Guide to Content Area Reading</i>
Stephanie Harvey	<i>Nonfiction Matters. Reading, Writing and Research in Grades 3-8</i>

III.

Teaching Strategies



Social Studies Case Study

A case study provides students and teachers with an opportunity to zoom in on a sub-topic of a larger unit of study and participate in an in-depth analysis of a single event, country, issue or movement in history. Teachers and students can focus on specific content through rich, varied and meaningful exploration and exposure.

Social studies teachers must often make difficult choices and decide on priorities when it comes to issues of depth versus breadth in content instruction. Depth takes time, and for students to be able to experience depth of content, teachers cannot investigate all topics with equal emphasis and time. While coverage of content is important it is also important for students to experience the demands and rewards that focused and intensive learning around one specific piece of content can afford. All teaching involves decision-making around what will be taught and how it will be taught. But teachers need also consider what not to teach and what merits greater emphasis. Good teaching means making sacrifices that are sometimes necessary in order to achieve the deeper learning. Through a case study, teachers can think more about how they want students to learn and less about how much content to cover.

Many of the units of study in the new social studies scope and sequence suggest a Case Study experience. When students participate actively and productively in “case studies,” deep, meaningful and enduring understandings are achieved in a climate of respect for discussion, inquiry and ideas. Case studies demand patience, stamina and, rigor but will result in expertise and passion for learning.

Case studies are included within the larger units of study. Teachers have flexibility and choice when planning a case study. For example, when examining the complex societal structures of New York State’s first inhabitants, the contextual background of what constitutes Native American society should also focus on a particular group of New York State Native Americans, such as the Lenni Lenape or the Mohawk.

Case studies lend themselves well to student-directed, project-based learning and will help students gain a sharpened understanding of a period in history and why things happened as they did.

A case study is a bit like reading a detective story. It keeps students interested in the content, challenges them, and helps them “stand in someone’s shoes”, while encouraging them to develop their own ideas and conclusions, make connections and apply their understandings. Students get a chance to learn by doing. They will discover how historical events have legacies, meaning and relevance.

TEXT STRUCTURES FOUND IN SOCIAL STUDIES TEXTS

Fluent readers recognize and use organizational patterns to comprehend text. A particular text may reflect more than one organizational pattern. The writer's purpose influences the organizational pattern of a particular text. When students do not recognize a text's structure, their comprehension is impaired. The seven organizational patterns of social studies text are:

Type of Organizational Pattern	Signal Words	Questions Suggested by the Pattern
Chronological Sequence: organizes events in time sequence	after, afterward, as soon as, before, during, finally, first, following, immediately, initially, later, meanwhile, next, not long after, now, on (date), preceding, second, soon, then, third, today, until, when	<ul style="list-style-type: none"> - What sequence of events is being described? - What are the major incidents that occur? - How is this text pattern revealed in the text?
Comparison and Contrast: organizes information about two or more topics according to their similarities and differences	although, as well as, as opposed to, both, but, compared with, different from, either...or, even though, however, instead of, in common, on the other hand, otherwise, similar to, similarly, still, yet	<ul style="list-style-type: none"> - What items are being compared? - What is it about the item that is being compared? What characteristics of the items form the basis of comparison? - What characteristics do they have in common; how are these items alike? - In what ways are these items different? - What conclusion does the author reach about the degree of similarity or difference between the items? - How did the author reveal this pattern?
Concept/Definition: organizes information about a generalized idea and then presents its characteristics or attributes	for instance, in other words, is characterized by, put another way, refers to, that is, thus, usually	<ul style="list-style-type: none"> - What concept is being defined? - What are its attributes or characteristics? - How does it work, or what does it do? - What examples are given for each of the

		attributes or characteristics? - How is this pattern revealed in the text?
Description: organizes facts that describe the characteristics of a specific person, place, thing or event	above, across, along, appears to be, as in, behind, below, beside, between, down, in back of, in front of, looks like, near, on top of, onto, outside, over, such as, to the right/left, under	- What specific person, place, thing or event is being described? - What are its most important attributes or characteristics? - Would the description change if the order of the attributes were changed? - Why is this description important?
Episode: organizes a large body of information about specific events	a few days/months later, around this time, as it is often called, as a result of, because of, began when, consequently, first, for this reason, lasted for, led to, shortly thereafter, since then, subsequently, this led to, when	- What event is being described or explained? - What is the setting where the event occurs? - Who are the major figures or characters that play a part in this event? - What are the specific incidents or events that occur? In what order do they happen? - What caused this event? - What effect has this event had on the people involved? - What effect has this event had on society in general?
Generalization/Principle: organizes information into general statements with supporting examples	additionally, always, because of, clearly, conclusively, first, for instance, for example, furthermore, generally, however, if...then, in fact, it could be argued that, moreover, most convincing, never, not only...but also, often, second, therefore, third, truly, typically	- What generalizations is the author making or what principle is being explained? - What facts, examples, statistics and expert opinions are given that support the generalization or that explain the principle? - Do these details appear

		<p>in a logical order?</p> <ul style="list-style-type: none">- Are enough facts, examples, statistics, and expert opinion included to clearly support or explain the generalization/principle?
<p>Process/Cause and Effect: organizes information into a series of steps leading to a specific product, or into a causal sequence that leads to a specific outcome</p>	<p>accordingly, as a result of, because, begins with, consequently, effects of, finally, first, for this reason, how to, how, if...then, in order to, is caused by, leads/led to, may be due to, next, so that, steps involved, therefore, thus, when...then</p>	<ul style="list-style-type: none">- What process or subject is being explained?- What are the specific steps in the process, or what specific causal events occur?- What is the product or end result of the process; or what is outcome of the causal events?

ENCOURAGING ACCOUNTABLE TALK IN CLASSROOM DISCUSSIONS

What is accountable talk?

Accountable talk is classroom conversation that has to do with what students are learning. We know that students love to talk, but we want to encourage students to talk about the ideas, concepts, and content that they encounter in school every day. Accountable talk can be whole class or small group in structure. A teacher may often get students started, but real accountable talk occurs with student ownership and minimal teacher input. The teacher may function as a facilitator initially, but as accountable talk becomes an integral part of the school day, students assume more responsibility for their own learning.

What does it look like?

Small groups of students are engaged in focused discussions around specific topics, questions, ideas or themes. Students are actively engaged and practicing good listening and speaking skills. Accountable talk is usually qualified by the use of appropriate rubrics.

What are rubrics?

Rubrics in accountable talk are scoring tools that list criteria for successful communication. Rubrics assist students with self-assessment and increase their responsibility for the task.

Sample Student Accountable Talk Rubrics

Have I actively participated in the discussion?

Have I listened attentively to all group members?

Did I elaborate and build on the ideas or comments of others?

Did I stay focused on the assigned topic?

Did I make connections to other learning?

Why is student discussion valuable?

Students' enthusiasm, involvement, and willingness to participate affect the quality of class discussion as an opportunity for learning. While it is a challenge to engage all students it is important to provide daily opportunities for students to interact and talk to each other about the topic being learned as it helps them develop insights into the content. An atmosphere of rich discussion and student to student conversation will help you create a classroom in which students feel comfortable, secure, willing to take risks and ready to test and share important content ideas and concepts.

Studies prove that students who have frequent opportunities for discussion achieve greater learning than those who do not. In fact, research maintains that students retain 10% of what they read, 20 % of what they hear, 30% of what they see, and **70%** of what they discuss with others.

Shared speaking helps learners gain information and it encourages more knowledgeable learners to be more sophisticated and articulate in sharing their knowledge. They become careful about the words they use and the way they are presenting their ideas to their peers because they really want to be understood. When students listen to others and match what they hear with the ideas that they are formulating, it can shed new light on their thinking. This type of speaking and active discussion may show the students a new way to connect to their learning.

Sometimes students can overlook important ideas, but with discussion (reciprocal) students have the opportunity to compare, analyze, synthesize, debate, investigate, clarify, question and engage in many types of high level and critical thinking.

PROJECT- BASED LEARNING

Standards-focused, project-based learning is a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks.

- Project-based learning makes content more meaningful, allowing students to dig more deeply into a topic and expand their interests.
- Effective project design engages students in complex, relevant problem solving. Students investigate, think, reflect, draft and test hypotheses.
- Effective projects often involve cooperative learning. Developing strategies for learning and working with others to produce quality work is invaluable to students' lives.
- The process of learning how to select a worthwhile topic, research and present their findings is as important to the students as the content of the project.
- Project-based learning allows for a variety of learning styles. It supports the theory of multiple intelligences as students can present the results of their inquiry through a variety of products.
- Project based learning promotes personal responsibility, making decisions and choices about learning.
- Students learn to think critically and analytically. It supports students in moving through the levels of Bloom's taxonomy.
- Students are excited, engaged and enthusiastic about their learning.
- In-depth, meaningful research leads to higher retention of what is learned.

SUCCESSFUL STRATEGIES FOR IMPLEMENTING DOCUMENT-BASED QUESTIONS

Document-Based questions (DBQs) are based on the themes and concepts of the Social Studies Learning Standards and Core Curriculum. They require students to analyze, synthesize and evaluate information from primary and secondary source documents and write a thematic essay. DBQs help students develop the skills of historical analysis. They ask students to take a position on an issue or problem and support their conclusions with examples from the documents. They are criterion referenced and employ a scoring rubric. Document-Based questions should be integrated with daily classroom instruction.

Effective DBQs are built on major issues, events or concepts in history and ask students to:

- compare/contrast.
- illustrate similarities and differences.
- illustrate bias or point of view.
- describe change over time.
- discuss issues categorically: socially, economically, politically.
- explain causes and effects of historic events.
- examine contending perspectives on an issue.

When creating a DBQ for your students, begin by stating the directions and the historical context. The context represents the theme of the DBQ as it applies to a specific time and place in history.

Then state the task. The task statement directs students to:

- write the essay.
- interpret and weave most of the documents into the body of the essay.
- incorporate outside information.
- write a strong introduction and conclusion.

Use verbs such as discuss, compare, contrast, evaluate, describe, etc. Select documents that relate to your unit or theme. Most DBQs include 6-7 documents. A mini-DBQ can consist of two to three documents. Examine each document carefully. If using visuals, ensure that their quality is excellent. They must be clear, clean, and readable. If using text, passage length is important. Readings should not be wordy or lengthy. If the passage is longer than one-third of a page, it probably needs to be shortened. Where vocabulary is difficult, dated, or colloquial, provide “adaptations” and parenthetical context clues.

Scaffolding questions are key questions included after each document in the DBQ.

- the purpose of scaffolding questions is to lead students to think about the answer they will write
- they provide information that will help students answer the main essay question

Good scaffolding questions:

- are clear and specific.
- contain information in the stimulus providing a definite answer to the question .

There is at least one scaffolding question for each document. However, if a document provides opposing perspectives or contains multiple points, two questions are appropriate. Provide 5 or 6 lines on which students will write their response. At the end of the documents, restate the Historical Context and Question. Provide lined paper for students to complete the essay.

DBQ DOCUMENTS

Informational Graphics are visuals, such as maps, charts, tables, graphs and timelines that give you facts at a glance. Each type of graphic has its own purpose. Being able to read informational graphics can help you to see a lot of information in a visual form.

Maps and charts from the past allow us to see what the world was like in a different time. Using maps can provide clues to place an event within its proper historical context. The different parts of a map, such as the map key, compass rose, and scale help you to analyze colors, symbols, distances, and direction on the map.

Decide what kind of map you are studying:

raised relief map	military map
topographic map	bird's-eye view map
political map	satellite photograph
contour-line map	pictograph
natural resource map	weather map

Examine the physical qualities of the map.

- Is the map handwritten or printed?
- What dates, if any, are on the map?
- Are there any notations on the map? What are they?
- Is the name of the mapmaker on the map? Who is it?

All of these clues will help you keep the map within its historical context.

- Read the title to determine the subject, purpose, and date.
- Read the map key to identify what the symbols and colors stand for.
- Look at the map scale to see how distances on the map relate to real distances.
- Read all the text and labels.
- Why was the map drawn or created?
- Does the information on this map support or contradict information that you have read about this event? Explain.
- Write a question to the mapmaker that is left unanswered by this map.

Tables show numerical data and statistics in labeled rows and columns. The data are called variables because their values can vary. To interpret or complete a table:

- Read the title to learn the table's general subject.
- Then read the column and row labels to determine what the variables in the table represent.
- Compare data by looking along a row or column.
- If asked, fill in any missing variables by looking for patterns in the data.

Graphs, like tables, show relationships involving variables. Graphs come in a wide range of formats, including pie graphs, bar graphs, and line graphs. To interpret or complete a graph:

- Read the title to find out what the graph shows.
- Next, read the labels of the graph's axes or sectors to determine what the variables represent.
- Then notice what changes or relationships the graph shows.

- Some graphs and tables include notes telling the sources of the data used. Knowing the source of the data can help you to evaluate the graph.

Timelines show the order of events as well as eras and trends. A timeline is divided into segments, each representing a certain span of time. Events are entered in chronological order along the line. Take into account not only the dates and the order of events but also the types of events listed. You may find that events of one type, such as wars and political elections, appear above the line, while events of another type, such as scientific discoveries and cultural events appear below it.

Written Documents

Most documents you will work with are textual documents:

newspapers	speeches	reports
magazines	memorandums	advertisements
letters	maps	congressional records
diaries	telegrams	census reports

Once you have identified the type of document with which you are working, you will need to place it within its proper historical context. Look for the format of the document (typed or handwritten), the letterhead, language used on the document, seals, notations or date stamps. To interpret a written document:

- What kind of document is this?
- What is the date of the document?
- Who is the author (or creator) of the document?
- For what audience was the document written?
- What was the purpose or goal of the document? Why was it written?
- List two things from the document that tell about life at the time it was written.
- Write a question to the author that is left unanswered by the document.
- Tell how the document reflects what is going on during this period.

Firsthand Account

A firsthand account is when someone who lives in a particular time writes about his/her own experience of an event. Some examples of firsthand accounts are diaries, telegrams, and letters. Firsthand accounts help us learn about people and events from the past and help us understand how events were experienced by the people involved. Many people can see the same event, but their retelling of the event may be different. Learning about the same event from different sources helps us to understand history more fully.

- Identify the title and the author. What do you think the title means?
- Use the title and details from the account to identify the main idea.
- Read the account a few times. Determine the setting (time and place) of the account.
- Determine the author's position, job, or role in the event. What is his opinion of the event?

Cartoons

What do you think is the cartoonist's opinion? You can use political cartoons and cartoon strips to study history. They are drawn in a funny or humorous way. Political cartoons are usually about government or politics. They often comment on a person or event in the news. Political cartoons give an opinion, or belief, about a current issue. They sometimes use caricatures to exaggerate a person or thing in order to express a point of view. Like editorials, political cartoons try to persuade people to see things in a certain way. Being able to analyze a political cartoon will help you to better understand different points of view about issues during a particular time period.

- Pay attention to every detail of the drawing. Find symbols in the cartoon. What does each symbol stand for?
- Who is the main character? What is he/she doing?
- What is the main idea of the cartoon?
- Read the words in the cartoon. Which words or phrases in the cartoon appear to be most significant, and why?
- Read the caption, or brief description of the picture. It helps place the cartoon in a historical context.
- List some adjectives that describe the emotions or values portrayed or depicted in the cartoon.

Posters and Advertisements

Posters and advertisements are an interesting way to learn about the past. Many advertisements are printed as posters. They are written or created to convince people to do something. By looking at posters, we can understand what was important during different times in history. An advertisement is a way to try to sell something. Historical advertisements provide information about events or products. By reading these advertisements, you can learn many things about what people were doing or buying many years ago. Be sure to include representations and or depictions of diverse groups of people in culturally appropriate ways.

Generally, effective posters use symbols that are unusual, simple, and direct. When studying a poster, examine the impact it makes.

- Look at the artwork. What does it show?
- Observe and list the main colors used in the poster.
- Determine what symbols, if any, are used in the poster.
- Are the symbols clear (easy to interpret), memorable, and/or dramatic?
- Explore the message in the poster. Is it primarily visual, verbal, or both?
- Determine the creator of the poster. Is the source of the poster a government agency, a non-profit organization, a special interest group, or a for-profit company?
- Define the intended audience for the poster and what response the creator of the poster was hoping to achieve.
- Read the caption. It provides historical context.
- What purpose does the poster serve?

Pay attention to every detail in the advertisement. Look for answers to: Who? What? When? Where? and Why?

- Determine the main idea of the advertisement by reading all slogans, or phrases, and by studying the artwork.
- What is the poster/advertisement about?
- When is it happening?
- Where is it happening?
- Who is the intended audience? Identify the people who the advertisement is intended to reach.
- Why is it being advertised?
- Describe how the poster reflects what was happening in history at that time.

ASSESSING STUDENT UNDERSTANDING

Assessment of student understanding is an ongoing process that begins with teachers establishing the goals and outcomes of a unit of study, and aligning assessment tools with those goals and outcomes. What teachers assess sends a strong message to their students about what content and skills are important for them to understand. Assessments evaluate student mastery of knowledge, cognitive processes, and skills, and provide a focus for daily instruction. Assessment is an integral part of the learning cycle, rather than the end of the process. It is a natural part of the curricular process, creates the framework for instruction, and establishes clear expectations for student learning.

The New York State Education Department Social Studies assessments are administered in November of the 5th Grade and June of the 8th Grade. These exams measure the progress students are making in achieving the learning standards. Teachers should consult the school's inquiry team recommendations as well as use information from other school assessments to strategically plan instruction in areas where students need assistance to reach mastery.

The National Council of Social Studies adopted six "Guiding Principles for Creating Effective Assessment Tools." They are:

- Assessment is considered an integral part of the curriculum and instruction process.
- Assessment is viewed as a thread that is woven into the curriculum, beginning before instruction and occurring throughout in an effort to monitor, assess, revise and expand what is being taught and learned.
- A comprehensive assessment plan should represent what is valued instructionally.
- Assessment practices should be goal oriented, appropriate in level of difficulty and feasible.
- Assessment should benefit the learner, promote self-reflection and self-regulation, and inform teaching practices.
- Assessment results should be documented to "track" resources and develop learning profiles.

Effective assessment plans incorporate every goal or outcome of the unit. Content knowledge and skills need to be broken down – unpacked and laid out in a series of specific statements of what students need to understand and be able to do. The teaching of content and skills is reflected in the daily lesson plans. Assessment should not be viewed as separate from instruction. Student evaluation is most authentic when it is based upon the ideas, processes, products, and behaviors exhibited during regular instruction. Students should have a clear understanding of what is ahead, what is expected, and how evaluation will occur. Expected outcomes of instruction should be specified and criteria for evaluating degrees of success clearly outlined.

When developing an assessment plan, a balance and range of tools is essential. Teachers should include assessments that are process as well as product-oriented. Multiple performance indicators provide students with different strengths equal opportunity to demonstrate their understanding. Multiple indicators also allow teachers to assess whether their instructional program is meeting the needs of the students, and to make adjustments as necessary.

An effective assessment plan includes both *formative* assessments – assessments that allow teachers to give feedback as the project progresses – and *summative* assessments – assessments that provide students with a culminating evaluation of their understanding. Teachers should also plan assessments that provide opportunities for students to explore content in depth, to demonstrate higher order thinking skills, and relate their understanding to their experiences. Additionally, artifacts, or evidence of student thinking, allow teachers to assess both skills and affective outcomes on an ongoing basis. Examples of student products and the variety of assessments possible follow.

Sample of student projects	Sample assessment tools
<ul style="list-style-type: none"> • exit projects • student-made maps and models • student-made artifacts • mock debates • class museums and exhibitions • student peer evaluation • student-made books • I-movies; photo-essays • graphic timelines • creating songs and plays • writing historical fiction and/or diary entries • creating maps and dioramas • student-created walking tours • tables, charts and/or diagrams that represent data • student-made PowerPoints, webquests • monologues 	<ul style="list-style-type: none"> • higher level analytical thinking activities • portfolios of student work • student criteria setting and self-evaluation • teacher observations • checklists and rubrics • conferences with individuals or groups • group discussions • anecdotal records • teacher-made tests • student presentations • role play and simulations • completed “trips sheets” • rubrics for student exhibitions • rubrics and checklists • reflective journal entries • student writing (narrative procedures, etc.) • video and/or audio tapes of student work • student work

MULTIPLE INTELLIGENCES

Students learn and respond to information in many different ways. Teachers should consider the strengths and learning styles of their students and try to provide all students with a variety of opportunities to demonstrate their learning.

Intelligence	Learning preferences
Verbal-Linguistic “word smart”	Students who demonstrate a mastery of language and strength in the language arts – speaking, writing, reading, listening.
Logical- Mathematical “number-smart”	Students who display an aptitude for numbers, detecting patterns, thinking logically, reasoning and problem-solving.
Body-Kinesthetic “body-smart”	Students who use the body to express their ideas and feelings, and learn best through physical activity – games, movement, hands-on tasks, dancing, building.
Visual-Spatial “picture-smart”	Students who learn best visually by organizing things spatially, creating and manipulating mental images to solve problems.
Naturalistic “nature smart”	Students who love the outdoors, animals, plants, field trips, and nature in general and have the ability to identify and classify patterns in nature.
Musical-Rhythmic “music-smart”	Students who are sensitive to rhythm, pitch, melody, and tone of music and learn through songs, patterns, rhythms, instruments and musical expression.
Interpersonal “people-smart”	Students who are sensitive to other people, noticeably people oriented and outgoing, learn cooperatively in groups or with a partner.
Intrapersonal “self-smart”	Students who are especially in touch with their own desires, feelings, moods, motivations, values, and ideas and learn best by reflection or by themselves.

BLOOM'S TAXONOMY

The language of Bloom's Taxonomy was revised by his student Lynn Anderson in 2001. Anderson updated the taxonomy by using verbs to describe cognitive processes and created a framework for levels of knowledge as well. The cognitive processes are presented in a continuum of cognitive complexity (from simplest to most complex). The knowledge dimensions (factual, conceptual, procedural, and metacognitive) are structured according to a continuum that moves from the concrete to the abstract. The taxonomy can help teachers understand how learning objectives that are identified for students relate to the associated cognitive processes and levels of knowledge. Using the taxonomy will also highlight the levels at which teachers spend the greatest amount of teaching time and where they might consider increasing or decreasing emphasis.

THE KNOWLEDGE DIMENSION	THE COGNITIVE PROCESS DIMENSION					
	1. REMEMBER	2. UNDERSTAND	3. APPLY	4. ANALYZE	5. EVALUATE	6. CREATE
A. Factual Knowledge B. Conceptual Knowledge C. Procedural Knowledge D. Metacognitive Knowledge	Retrieve relevant knowledge from long-term memory <ul style="list-style-type: none"> Recognize (identify) Recall (retrieve) 	Construct meaning from instructional messages, including oral, written, and graphic information <ul style="list-style-type: none"> Interpret (clarify, paraphrase, represent, translate) Exemplify (illustrate, give examples) Classify (categorize, subsume) Summarize (abstract, generalize) Infer (conclude, extrapolate, interpolate, predict) Compare (contrast, map, match) Explain (construct models) 	Carry out or use a procedure in a given situation <ul style="list-style-type: none"> Execute (carry out) Implement (use) 	Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose <ul style="list-style-type: none"> Differentiate (discriminate, distinguish, focus, select) Organize (find coherence, integrate, outline, parse, structure) Attribute (deconstruct) 	Make judgments based on criteria and standards <ul style="list-style-type: none"> Check (coordinate, detect, monitor, test) Critique (judge) 	Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure <ul style="list-style-type: none"> Generate (hypothesize) Plan (design) Produce (construct)

MAXIMIZING FIELD TRIP POTENTIAL

Field trips are a great way to bring excitement and adventure to learning. As a direct extension of classroom instruction, they are an important component of standards-based instruction. Field trip experiences provide structured flexibility for students to deeply explore areas of interest in their own way, discovering information that can be shared with others. A focused, well-planned trip can introduce new skills and concepts to students, and reinforce ongoing lessons. Museums and community resources offer exposure to hands-on experiences, real artifacts, and original sources. Students can apply what they are learning in the classroom, making material less abstract.

The key to planning a successful field trip is to make connections between the trip and your curriculum, learning goals and other projects. Field trips are fun, but they should reinforce educational goals. Discuss the purpose of the field trip and how it relates to the unit of study. Trips need to be integrated into the big picture so that their lessons aren't lost.

Begin by identifying the rationale, objectives and plan of evaluation for the trip.

- Be sure to become familiar with the location before the trip. Explore the exhibition(s) you plan to visit to get ideas for pre-field trip activities.
- Orient your students to the setting and clarify learning objectives. Reading books related to the topic or place, as well as exploring the website of the location are some of the ways you can introduce the trip to your class.
- Plan pre-visit activities aligned with curriculum goals
- Discuss with students how to ask good questions and brainstorm a list of open-ended observation questions to gather information during the visit.
- Consider using the trip as the basis for an inquiry-based project. The projects can be undertaken as a full group or in teams or pairs.
- Plan activities that support the curriculum and also take advantage of the uniqueness of the setting
- Allow students time to explore and discover during the visit
- Plan post-visit classroom activities that reinforce the experience

Well-designed field trips result in higher student academic performance, provide experiences that support a variety of learning styles and intelligences, and allow teachers to learn alongside their students as they closely observe their learning strengths. Avoid the practice of using the field trip as a reward students must earn. This implies that the field trip is not an essential part of an important planned learning experience.

IV.

Sample Lessons, Materials and Resources



TRADE BOOK TEXT SETS

What are they?

Trade book text sets are a collection of books centered on a specific topic or theme. The NYCDOE Social Studies trade book text sets are correlated to the K-8 Social Studies scope and sequence. There is a specific text set for each unit of study. The books and texts are carefully selected to explore the focus of each unit of study from a variety of perspectives. Though the texts are linked by theme (content) they are multi-genre and reflect a variety of reading levels. While the collection currently includes trade books and picture books, it is our hope that teachers and students will add appropriate historical fiction, poetry, newspaper/magazine articles, journals/diaries, maps, primary documents and websites to this collection. In essence anything that is print-related and thematically linked will enhance the text set.

The titles have been selected because they are well written, historically accurate, include primary sources, are visually appealing and they support the content understandings of the unit. The books span a wide range of topics, vary in length, difficulty level and text structure, and are related to the central theme or unit. Selected titles are included for teacher and classroom reference.

Text sets provide students with texts that may address a specific learning style, are engaging and rich with content, and support meaningful interaction. With appropriate teacher guidance, text sets encourage students to:

- question what they read.
- build background knowledge.
- synthesize information from a variety of sources.
- identify, understand and remember key ideas, facts and vocabulary
- recognize how texts are organized.
- monitor own comprehension.
- evaluate an author's ideas and perspective.

The wide reading that results from the use of text sets benefits students' reading development as well as their content learning. Students are also exposed to higher level thinking as they explore, read and think about complex ideas that are central to the understanding of social studies.

Introducing Text Sets to Students

There are many ways to introduce students to the world of text sets. All books should be organized and stored in a portable container or bin. There should be a set of books for each table group (these table groups can vary from 6-8 students). Books can be organized for students so that each table has a comparable set of texts (there are multiple copies of key books for this purpose) or where each table has a unique set of texts (sub-topics of the unit focus). Here are some suggestions for getting started:

Scavenger Hunt: Plan a few questions related to the content of the books at each table. Allow students 15-20 minutes to look for answers to those questions. Students can then share their findings with their group or with the entire class. As they

search through texts for answers, they will get a sense of the content and structure of each book.

Book Browse: Let students browse through the collection at each table selecting the titles that they want to skim or read. Students can then discuss their selection and why it was interesting to them.

Word Splash: Print a selection of content vocabulary taken from the texts onto large paper and splash around the classroom or on the tables. Ask students to try to read, discuss and figure out the meaning of the words. As the unit progresses they can become part of a word wall and students will recognize them in the text sets.

Text Sets as the Core of Mini-lessons

Text sets provide teachers with a wealth of opportunities for mini-lesson development. Short texts should be lifted from the key titles to create lessons with a specific content reading strategy, content knowledge focus, text structure, or process skill related to the unit standards, goals and outcomes. Selected texts can also be used for read-alouds, independent reading, guided reading and research and writing.

Formative Assessment

Text sets lend themselves well to daily student assessment of content reading comprehension, process skills like note taking, and the acquisition, understanding and application of content knowledge. Graphic organizers, journal writing, reflection logs, short term assignments, accountable talk and informal discussion are all effective ways of assessing for student learning. Daily student assessment should be used to guide instructional decisions. Students should also have regular opportunities to reflect on their learning.

Dynamic Collections

The best text sets are those that change and grow with time. New titles can be found in bookstores, libraries, staying abreast of new publications and notable books in social studies (NCSS), award-winning books, etc. Multi-media additions to text sets are another exciting way to refresh and renew collections. Students can also be encouraged to critique current titles and recommend new titles.

Teachers know their students best. Text sets may not always reflect the specific needs of all students. Therefore it is important to consider student needs when adding additional print or non-print materials to the text set. Teachers may want to include photographs and other images for visual learners, music and other audio for auditory learners etc. Additional print material written at a higher or lower level than the materials provided in the text set may be needed. In classrooms with a large percentage of ELLs, teachers should consider more read aloud and shared reading opportunities, and texts that have quality picture support.

**NATIVE AMERICANS: FIRST INHABITANTS OF NEW YORK STATE
ENGAGING THE STUDENT/LAUNCHING THE YEAR AND THE UNIT**

Engaging students with the content to be studied is important. Making the content relevant to their personal lives or making a connection to how the learning can be used in a real world setting is one way to get students “hooked.” Another effective hook is making students see the content as interesting and unusual by having them view the content from a different perspective. Launching the unit for your students involves engaging them in mental stretching activities and providing a hook for the content to be learned. Students are more interested in and pay more attention to activities that are introduced in a way that engages them emotionally, intellectually and socially.

Launching a unit effectively can excite the students—giving them the motivational energy to want to make the best use of their learning time. Activities that get students to think divergently are important. Presenting far-out theories, paradoxes, and incongruities to stimulate wonder and inquiry are extremely effective.

One way to establish a context for the year is to post unusual facts about New York State around the room using a variation of the “word splash” technique. Teachers can title areas or stations around the room with provocative questions like: “Did You Know?” or “Would You Believe?” or “True or False?” Teachers can be creative and display the information in a variety of interesting ways; for example, statements can be written on an outline shape of the state, or onto pictures of New York State symbols. Students can then participate in a gallery walk where they view each of the stations and make notes on answers, their wonderings or they can also generate questions that the facts raise. These wonderings/questions can also be posted at each station.

After the students have had time to view the stations, encourage a whole group discussion or small group discussions about what they observed: what was surprising, what do they want to learn more about, how did they make decisions as to what was true or false?

E is for Empire by Ann E. Burg, is an alphabet book that is rich with “unusual” facts presented in poetic language and engaging illustrations. Sample facts from this text that work well for the “splash” are:

- Mount Marcy is the highest mountain in NYS, at 5,344 feet above sea level.
- NYS has several *drumlins* which are smaller, oval shaped-hills formed by melted glaciers.
- Ticonderoga is the Iroquois name for “land between two waters.”
- According to Rip van Winkle, when you hear a thunderstorm, Henry Hudson and his crew are playing a game of “ninepin.”
- New York served as the first capital of our nation.
- The Erie Canal, a significant force in the development of NYS that helped the transportation of lumber and goods, opened in 1825.
- George Crum, a Native American chef, invented the potato chip in 1853 in a Saratoga Springs restaurant.
- The Brooklyn Bridge, the world’s first steel suspension bridge, opened in 1883. At the time, it was considered the eighth wonder of the world.
- In 1888, George Eastman of Rochester revolutionized photography with the introduction of the Kodak camera.
- If you visit Barton Mine on Gore Mountain, you can walk on a glistening bed of red garnet.
- The official New York State:
 - motto is “Excelsior”
 - bird is the bluebird
 - flower is the rose
 - gem is the garnet.
 - insect is the ladybug
 - muffin is the apple muffin
- Jell-O was introduced in 1897 by a carpenter named Pearle Bixby Wait in Le Roy, NY
- Niagara State Park, the oldest in the USA, provides electricity for parts of New York and Canada.
- New York State has been the birth-place of four presidents, two of whom were cousins
 - Martin Van Buren
 - Millard Filmore
 - Theodore Roosevelt
 - Franklin Delano Roosevelt

Another way to involve students prior to learning content is to conduct an open brainstorm session. When introducing New York State geography, ask students to think about what they know about New York State geography, or places in the state they may have visited. Then challenge students to identify New York State landforms, places and famous landmarks on a blank map. This can also serve as a way to gauge student background knowledge.

Still another way to engage students with the content is to use the images that follow. Teachers can create a station on New York State Native American artifacts and ask students to try to figure out how the artifact was used or what it was. A description of how the artifact was actually used and found can be attached to the back of each picture. Students can be encouraged to explain and defend their statements before checking the descriptions. There are endless possibilities, and your students' interests and learning styles should be guiding teacher choices.

Lenape Stone



<http://www.statenislandmuseum.org/images/lenapestonehead.jpg>

Lenape axe



<http://www.fi.edu/fellows/fellow7/dec98/history/index.html>



Iroquois ladle

<http://www.nysm.nysed.gov/IroquoisVillage/images/slide39lg.jpg>

Flint



<http://ohio-archaeology.blogspot.com/2008/02/exceptional-flint-artifact.html>

Iroquois toy animal



<http://www.nysm.nysed.gov/IroquoisVillage/slides/wob.html>

Iroquois pottery



<http://www.nysm.nysed.gov/IroquoisVillage/images/slide33lg.jpg>

Deer Toe Rattle



<http://lynxcat.com/artifacts.htm>

Iroquois wampum belt



<http://www.flickr.com/photos/spiderwulf/706605279/in/set-72157600624610516/>

LESSON PLANS

What are the ecosystems of New York State?

Unit of Study: Native Americans: First Inhabitants of New York State

Focus Question: What are the geographical features of New York State?

The Teaching Point:

- Students will learn about the varied flora and fauna of New York and how they are interconnected.

Why/Purpose/Connection:

- To increase student background knowledge about New York's varied flora and fauna.
- To develop student understanding and appreciation of how habitats are interconnected.

Materials/Resources/Readings:

- *Titles from the Trade Book Text Set*
 - *New York Plants and Animals*
- Science books on New York flora and fauna
- Science books on New York ecosystems
- Photographs of New York's natural features and fauna
- New York State Habitat/Ecosystem graphic organizer
- Sample habitat card of the land features, plants and animals found in a New York State ecosystem

Model/Demonstration:

- Teacher displays photographs of New York's geographic features (forest, marsh, beach, lake, river etc.).
- For each picture, teacher asks:
 - "What type of geographic feature does this photograph show?"
 - "What are some animals (fauna) and some plants (flora) we would expect to find in this location?" "Why?"
- Teacher charts the student responses under each geographic feature.
- Teacher reads aloud Chapter One, of *New York Habitats*. During the read aloud the teacher stops at unfamiliar vocabulary (biodiversity, habitat, ecosystem, etc.) and models for students how to use context clues to figure out the meaning of unfamiliar words (where appropriate).
- Teacher creates a chart that identifies the four different ecosystems that can be found in New York State (coastal, mountain, plateau, and valley).
- Teacher models the process of identifying the flora and fauna that are found in one habitat and creates a sample habitat card.

Differentiation:

- Photographs will help scaffold ELL learners and will support visual learners.
- A walking trip will assist students who need hands-on learning opportunities.

Student Exploration/Practice:

- Students will work in groups of 4-5 to choose one ecosystem to research.
- Groups will complete the graphic organizer for their habitat.
- Students will create a habitat cards that includes the geographic features of the habitat and the flora and fauna found there. (Students may choose to draw the plants and animals or attach pictures to their descriptions.)

Share/Closure:

- Student groups share their habitat cards with the class.
- Teacher facilitates a discussion of the process of creating the cards. Guiding questions could include:
 - “How do the geographic features of the habitat you studied support the plants and animals that live there?”
 - “How would the habitat you studied support the development of a community?”
 - “What features of your habitat would prevent the development of a community?”

Assessment:

- Teacher rotates among the groups during the research and completion of the graphic organizer to evaluate student need for additional support, and to evaluate how the students are managing their time, and how well they are working independently and cooperatively.
- Collect graphic organizers.

Next Steps:

- Students may continue this investigation by creating guide books for walking tours of their borough or walking tours of other wooded areas in New York.
- Students can investigate the Native American cultures that lived in or near the habitat they researched.

New York State Habitats/Ecosystems

Habitat/Ecosystem	Examples in New York State	Geographic Features	Plants or Flora	Animals or Fauna
Coastal	<ul style="list-style-type: none"> - New York City - Long Island 	<ul style="list-style-type: none"> - Near the ocean - Sandy beaches - Salt water 	<ul style="list-style-type: none"> - Shrubs - Grasses - Pine oaks 	<ul style="list-style-type: none"> - Sea Gulls - Piping Plover - Fish - Shellfish (crabs, lobsters, clams)
Mountain				
Plateau				
Valley				

Sample Habitat/Ecosystem Card Coastal

Front of Card



Back of Card

Features	Plants	Animals
Near the ocean	Shrubs	Sea Gulls
Sandy beaches	Grasses	Piping Plover
Salt water	Pine Oaks	Shellfish

What was New York City like 400 years ago?

Unit of Study: Native Americans: First Inhabitants of New York State

Focus Question: What are the geographical features of New York State?

The Teaching Points:

- Students will use sensory images to visualize, interpret and enhance comprehension of text.

Why/Purpose/Connection:

- To develop sensory awareness, help students visualize what New York looked like 400 years ago as a context for their learning

Materials/Resources/Readings:

- Enlarged quotes from *Gotham: A First Hand Account of New York 400 Years Ago*
- Excerpt from *Gotham: A First Hand Account of New York 400 Years Ago*
- Pencils
- Watercolor paints
- Watercolor paper

Model/Demonstration:

- Teacher divides the class into groups of 4 or 5 students each.
- Distribute quotes from *Gotham*. (One quote per activity group.) Teacher explains that students will read the quote and then discuss with their group the scene which is depicted.
- Teacher then asks students to use their five senses to imagine they are part of the scene described in their quote. What do they see, hear, taste, feel and smell?

Student Exploration/Practice:

- Distribute paint and water color paper to each student.
- Students will paint the scene they visualized.

Share/Closure:

- Teacher brings the class together in the reading area.
- As a read aloud, the teacher shares the entire excerpt of the eyewitness account of New York 400 years ago.
- Teacher reads the selection a second time. Ask students to practice their listening skills by raising their hands when they recognize the quote that they worked with.
- Teacher explains to students that what has just been read was an eyewitness account of what New York looked like 400 years ago.
- Teacher facilitates a discussion of how New York has changed and why.

Assessment:

- Teacher will rotate among the groups during the discussion to evaluate student need for additional support, and to evaluate how the groups are managing their time, how well they are working independently and cooperatively.

Next Steps:

- Call attention to the last 2 lines of the text. They read, “There are some persons who imagine that the animals of the country will be destroyed in time, but this is an unnecessary anxiety.” Ask students to discuss in light of progress, the present, and endangered or extinct species.
- Have students make inferences as to how the geography of New York City affected the daily life of the Lenape.

What was New York like 400 years ago?

Travelers spoke of vast meadows of grass “as high as a man’s middle” and forests with towering strands of walnut, cedar, chestnut, maple and oak. Orchards bore apples of incomparable sweetness and “pears larger than a fist.” Every spring hills and fields were dyed red with ripening strawberries, and so many birds filled the woods “that men can scarcely go through them for the whistling, the noise, and the chattering.” Boats crossing the bay were escorted by schools of playful whales, seals, and porpoises. Twelve-inch oysters and six-foot lobsters crowded offshore waters, and so many fish thrived in streams and ponds that they could be taken by hand. Woods and tidal marshlands teemed with bears, wolves, foxes, raccoons, otters, beavers, quail, partridge, forty-pound wild turkeys, doves “so numerous that the light can hardly be discerned where they fly,” and countless deer “feeding, or gamboling or resting in the shades in full view.” Wild swans were so plentiful “that the bays and shores where they resort appear as if they were dressed in white drapery.” Blackbirds roosted together in such numbers that one hunter killed 10 with a single shot; another bagged eleven sixteen-pound gray geese in the same way. “There are some persons who imagine that the animals of the country will be destroyed in time,” mused Van der Donck, “but this is an unnecessary anxiety.”

Gotham by Edwin G. Burrows and Mike Wallace, (p. 3)

Enlarge and reproduce each of the quotes below on separate sheets of paper or sentence strips:

Orchards bore apples of incomparable sweetness and “pears larger than a fist”.

Boats crossing the bay were escorted by schools of playful whales, seals and porpoises.

Hills and fields were dyed red with ripening strawberries.

Sometimes [we] encountered such a sweet smell in the air that we stood still.

There came so fair and sweet a smell of flowers or trees from the land.

Twelve-inch oysters and six-foot lobsters crowded offshore waters, and so many fish thrived in streams and ponds that they could be taken by hand.

Travelers spoke of vast meadows of grass “as high as a man’s middle” and forests with towering strands of walnut, cedar, chestnut, maple, and oak.

Every spring hills and fields were dyed red with ripening strawberries, and so many birds filled the woods “that men can scarcely go through them for the whistling, the noise, and the chattering.”

Woods and tidal marshlands teemed with bears, wolves, foxes, raccoons, otters, beavers, quail, partridge, forty-pound wild turkeys, doves “so numerous that the light can hardly be discerned where they fly,” and countless deer “feeding, or gamboling or resting in the shades in full view.”

Wild swans were so plentiful “that the bays and shores where they resort appear as if they were dressed in white drapery.”

Blackbirds roosted together in such numbers that one hunter killed 10 with a single shot; another bagged eleven sixteen-pound gray geese in the same way.

How has the Hudson River changed over time?

Unit of Study: Native Americans: First Inhabitants of New York State

Focus Question: How has the geography of New York State changed over time?

The Teaching Points:

- Students will learn the factors that have resulted in changes in the Hudson River and the habitats around it over time.
- Students will make inferences based on text illustrations.

Why/Purpose/Connection:

- To develop student understanding of how and why natural habitats change over time.
- To increase student ability to making inferences based on text illustrations.

Materials/Resources/Readings:

- Titles from the Trade Book Text Set
 - *Hudson*
 - *Uniquely New York*
 - *History Around You: New York*
 - *All Around New York: Regions and Resources*
 - *New York: The Empire State*
 - *E is for Empire*
 - *This Land is Your Land: New York*
 - *Read About Geography: New York*
 - *Hello USA: New York*
- Map of New York State (wall map, desk map, or atlas)
- Packets of individual page illustrations from *Hudson* in sequential order (pages 9 – 15; 21)
- Chart paper
- Overhead projector or Smart Board (if using desk maps or atlases)

Model/Demonstration:

- Teacher displays a map of New York State (either wall map or projection from an atlas, desk map or other source).
- Teachers asks:
 - “Where is the Hudson River located?”
 - “Who can trace its route on the map?”
 - “What natural habitats (plants and animals) might we expect to find in the areas near the river?”
- Teacher reads aloud the first two pages of *Hudson* and shows the illustrations.
- Teacher asks students to turn and talk with a partner:
 - “Based on what I just read, what were some of the plants and animals that lived near the Hudson River long ago?”
 - “What are some of the words and phrases the author uses to describe the river and the habitats around it?”
 - “What do you imagine life was like for the people who lived near the Hudson River long ago?”

- “How do the pictures (illustrations) help to tell the story of the Hudson River?” Teacher charts student responses to each question.
- Teacher explains that authors use illustrations to help tell their story. Illustrations help readers deepen their understanding of the text by supporting the words with pictures.
- Teacher explains that the Hudson River has a long history and that students will work in groups of 4-5 to explore how the river has changed over time. Groups will look at a series of illustrations from the text that represents different points in the history of the river. For each illustration, groups will discuss and chart their responses to the questions:
 - “What do you observe in the illustration?”
 - “What changes do you see in each illustration as you look at each one in the series?”
 - “What might be the reasons for the changes in the river over time?”
- Each group will then present their observations and conclusions to the class.

Student Exploration/Practice:

- Teacher breaks students into activity groups of 4-5 students, and distributes the illustrations to each group.
- Students work in their groups to study the illustrations as a series, describe what they see in each and make inferences about the reasons for the changes in the river over time. Groups will also make inferences as to the reasons why the changes happened.
- Student groups will then share their history of the Hudson River based on their observations and conclusions.

Share/Closure:

- Student groups present their findings and conclusions to the class. Teachers may choose to project the illustrations as the groups are presenting. After each presentation, students explain the process they used including the inferences made and the reasoning used to come to their conclusions.
- Teacher reads aloud *Hudson* and students compare their interpretation of the illustrations to the author’s text. Guiding questions include:
 - “How did the author’s interpretation of the history of the Hudson River compare to your group’s interpretation?”
 - “What is the author’s point of view on the relationship between technology and the environment?”

Assessment:

- Teacher rotates among the groups during the research to evaluate student need for additional support, and to evaluate how the groups are managing their time, and how well they are working independently and cooperatively.
- Teacher evaluates:
 - Did students use context clues to make inferences?
 - Did students apply prior knowledge to support making inferences?
 - Did analysis of the illustrations deepen student understanding of the book?

Next Steps:

- Students select one of the illustrations from *Hudson* and make a timeline of the important events in New York State history from the time period it represents.
- Students compare *Hudson* to a nonfiction book on the history of the river.

How did the geography of New York State influence where the Native Americans settled? Part 1

Unit of Study: Native Americans: First Inhabitants of New York State

Focus Question: What is the relationship between the geography of New York State and Native American settlement patterns?

The Teaching Points:

- Students will use map skills to identify the major landforms of New York State.
- Students will interpret information presented visually on a map.

Why/Purpose/Connection:

- To develop student understanding of the major geographic features of New York State.
- To increase student ability draw inferences based on reading maps.

Materials/Resources/Readings:

- Titles from the Trade Book Text Set
 - *All Around New York*
 - *New York Plants and Animals*
 - *Hello USA: New York*
 - *Read About Geography: New York*
 - *This Land is Your Land: New York*
 - *New York The Empire State*
- Relief map of New York State (wall map or projected version/individual student copies)
- Teacher copy of relief map of New York State with labeled landforms
 - http://www.dec.ny.gov/docs/remediation_hudson_pdf/evnysmap.pdf
- Individual student copies of relief map of New York State with unlabeled landforms
 - http://www.dec.ny.gov/docs/remediation_hudson_pdf/swriverthruit.pdf
- Overhead projector or Smart Board (to project both maps)

Model/Demonstration:

- Teacher displays a relief map of New York State (either a wall map or a projected version using an overhead or Smart Board).
- Teacher facilitates a discussion of the map. Guiding questions include:
 - “What does this map represent?”
 - “What are some of the important geographic features of the map?”
 - “What is the scale of the map?”
 - “What information can be found in the legend?”
- Teacher distributes individual student copies of the relief map with numbered areas.
- Teacher then asks:
 - “How can we use the information in the legend to identify the geographic features that are numbered?”
 - “What other geographic tools can we use to identify the areas in the rectangles?”
 - “How can the wall map or projection help us identify the numbered geographic features?”

- Teacher models using the large wall or projected map to identify numbered area 4 which is Lake Champlain. Guiding questions include:
 - “What type of landform is labeled number 4?”
 - “In what part in New York State is this landform located?”
 - “What other clues does the map provide to help us identify it?”
 - “How can we use the wall or projected map to help us label this landform correctly?”
- Teacher explains that students will work at their tables to identify and label the remaining areas on the relief map. Students may use the wall map, desk maps, an atlas or titles from the trade book text set for their research.

Differentiation:

- Students choose from a variety of titles from the trade book text set and other resources that reflect a variety of reading levels and incorporate visuals.
- Students engage in reading with a partner.

Student Exploration/Practice:

- Students work at their tables to identify the numbered geographic features on the relief map.

Share/Closure:

- Student share their labeling of the geographic features to the class. Teachers have students refer to the wall map or the projection as they are sharing their responses. Students explain the process they used to identify the features, including the inferences made and the reasoning used to come to their conclusions.
- Teacher explains that in the next lesson, students will explore the relationship between the geography of New York State and the areas where the Native Americans settled.

Assessment:

- Teacher rotates among the tables during the research to evaluate student need for additional support, and to evaluate how the groups are managing their time, and how well they are working independently and cooperatively.
- Teacher evaluates:
 - Did students use map skills to identify the landforms?
 - Did students apply prior knowledge to support their choices?

How Did the Geography of New York State Influence Where Native Americans Settled? (Part 2)

Unit of Study: Native Americans: First Inhabitants of New York State

Focus Question: What is the relationship between the geography of New York State and Native American settlement patterns?

The Teaching Points:

- Students will learn how the geography of New York State affected Native American settlement patterns.
- Students will learn how environment influenced the development of Native American cultures.
- Students will interpret information presented visually on a map.

Why/Purpose/Connection:

- To develop student understanding of the impact of geography on Native American settlement patterns in New York State.
- To develop student understanding of the influence of the environment and natural resources on the development of communities.
- To increase student ability to draw inferences based on reading maps.

Materials/Resources/Readings:

- Titles from the Trade Book Text Set
 - *New York Native Peoples*
 - *The Algonquian of New York*
 - *The Lenape*
 - *First Reports: The Iroquois*
 - *Eastern Woodland Indians*
 - *Native Americans in New York*
- Relief map of New York State (wall map or projected version/individual student copies)
- Student copies of readings on Native American daily life.
 - *Note: Teachers may chose to select passages from titles from the trade book text set in place of, or to supplement the reading passages.*
- *From the New York Primary Source Kit*
 - “Map of the Five Nations”
- Chart paper
- Overhead projector or Smart Board (to project both maps)

Model/Demonstration:

Teacher projects the relief map of New York State.

- Teacher asks: “What are the major landform/geographic features of New York State that we identified?” Teacher charts student responses.
- Teacher asks:
 - “Which landforms/geographic features would support the development of a community?” “Why?”
 - “Which landforms/geographic features would not?” “Why?”
- Teacher charts student responses.

- Teacher explains that students will work in groups of 4-5 to read descriptions of the daily life of some of the Native American cultures of New York State. Groups will discuss what natural resources would be needed to support the aspect of Native American life they read about. Groups will make a list of these resources and use the relief map to identify the areas of New York State where these resources would be found. They will present their conclusions and the process they used to reach their conclusions to the class.

Differentiation:

- Students choose from readings that reflect a variety of reading levels and incorporate visuals.
- Students engage in reading with a partner.
- Students present their research in a variety of modalities: written, verbal, visual.

Student Exploration/Practice:

- Students work in their groups to read and discuss their description of New York State Native American daily life and draw inferences as to which areas in the state would support settlement and development of a community.

Share/Closure:

- Student groups share their charts with the class and describe the process they used to reach their conclusions.
- Teacher projects the “Map of the Five Nations” and students compare their location of Native American cultures with the actual settlements.
- Teacher facilitates a discussion of the relationship between geography and settlement patterns. Guiding questions include:
 - “How does an understanding of geography help us understand how communities develop?”
 - “How did environment and natural resources influence the development of the Native American communities in New York State?”

Assessment:

- Teacher rotates among the groups during the research to evaluate student need for additional support, and to evaluate how the groups are managing their time, and how well they are working independently and cooperatively.
- Teacher evaluates:
 - Did students use map skills to identify areas of settlement based on geography and natural resources?
 - Did students apply prior knowledge to support their choices?

Next Steps:

- Students select one New York State Native American culture and create a relief map that shows the location of their settlement (s) and the natural resources they used in their daily life.
- Students create a play or skit that shows the relationship between Native Americans and their environment.

Lenape Farming and Agriculture

<http://www.lenapelifeways.org/lenape1.htm#lenapes>

The Lenape lived in settled villages and did not stay in one place for the length of their lives. Every ten or twelve years they had to move their entire village to a new site because they had used up many of the natural resources of their area.

Women were responsible for the planting and harvesting of crops and gathering of wild foods, for preparing meals and caring for the children. They were skilled at making clay pots, weaving rush mats and bags, and making baskets. They wove cornhusks for slippers, mats and dolls, and made containers from elm and birch bark. With fibers from the inside of plants, they spun and braided cords for binding and carrying bundles. Women were also responsible for preparing the animal hides used for clothes and shelters. With bone tools, they scraped the hair from the hides and cleaned them. Then they smoked them, cut them into pieces and sewed the pieces with bone needles.

Men prepared land for gardening. They hunted and fished, traded with other groups, and made tools. They were good woodworkers, and made bows, arrows, fishing equipment, canoes, bowls, and ladles. Some warriors used their woodworking skills to make ball-headed clubs.

Many of the Lenape lived in villages for most of the year and grew much of their food. The three most important crops were corn, beans, and squash, known as "the three sisters." The gardening tools were very simple—hoes, and sticks for digging and planting. Some of the crop was eaten as soon as it was harvested, but much of it was preserved for use in winter when food was scarce. What was kept for later use was dried and stored in underground pits lined with bark.

The Lenape fished and hunted in all seasons. Using bows and arrows, traps, snares, and spears, they hunted deer, bear, elk and beaver. They also hunted the ducks and other birds that lived in their area. Sometimes hunting and fishing trips took men away from their villages for several weeks. Wild foods were also used. Berries were eaten fresh, baked into bread made from corn flour, or dried for winter use. Nuts were ground up and baked, or were pressed to squeeze out their oil, which was used in cooking. Maple syrup was made by collecting sap from maple trees in early spring.

Iroquois Clothing

<http://www.tuscaroras.com/graydeer/pages/childrenspage.htm>

The Iroquois, or the Haudenosaunee (People of the Longhouse), used materials found in the natural environment to make their clothing. Traditionally the Haudenosaunee used furs obtained from the woodland animals, hides of elk and deer, and corn husks. They also wove plant and tree fibers to produce articles of clothing.

The Haudenosaunee had their own type of feathered headwear, which was called a Kastoweh (gah sto wha) in the Mohawk language.

The Kastoweh was constructed of a frame that was made from three splints of black ash wood. One splint wrapped around the head. The second splint ran from north to south and was bowed to fit over and around the top of the head. The third splint ran from east to west and was also bowed. Both strips were secured to the splint that ran around the head using sinew. Sometimes the top of the splint frame was covered with deer skin; today cloth is used. The outside of the headband was traditionally decorated with Haudenosaunee symbols, usually made with porcupine quills, or wampum beads.

Haudenosaunee men traditionally wore fringed shirts made from deerskin. In the summer months men would often not wear a shirt, but would wear a finger-woven sash that went over the right shoulder and was attached to the waist. These sashes were woven from plant materials. Sometimes elm or basswood fibers were used, as well as nettle fibers. Sashes were made of deerskin and decorated with clan motifs or other Haudenosaunee symbols made with porcupine quills, wampum beads, or glass beads.

Haudenosaunee women wore dresses made of deerskin, which were decorated with Haudenosaunee designs using porcupine quills or beading. Along with the overdress, a skirt and leggings were always worn. The skirt could be made of deerskin or cloth. Legging can be made from leather or cloth. Leggings were tied just above the knee and had to be long enough to just touch the top of the moccasin. The moccasins were made from strong leather, like deer or elk, and were the same for both men and women. The Haudenosaunee also made footwear out of braided cornhusks.

Mohawk Shelter

<http://www.nysm.nysed.gov/IroquoisVillage/constructiontwo.html>

The forests where the Mohawk lived provided them with plenty of posts, poles and bark that were the basic parts needed for the longhouse structure. Because the trunks of the large trees of the forest were much too large to handle without machinery, the Mohawk harvested their building materials from second growth forest. Such forests were found in clearings in the old growth forests where the trees had been killed by fire or by girdling their trunks. Here small trees grew close together with tall straight trunks that could be made into the framework by cutting them to length. The large trees in the nearby old growth forest provided bark in large sheets that was used for covering the structure.

The framework of the longhouse started with rows of posts that were set into holes dug into the ground. The posts were set vertically and formed the frames for the outside walls. There were interior posts as well that formed the center aisle. All posts had to be strong and set firmly in the ground because they were the foundation of the building. The roof was supported by poles that were attached at the tops of the posts and were bent into an arch that reached from one wall across the building to the opposite wall. These roof supports are called rafters. They had to be strong and flexible. Other poles were fastened across the rafters along the length of the longhouse to make the roof stable. When it was finished, the framework made a grid pattern. This framework was the skeleton of the building to which sheets of bark were attached to complete the roof and walls. The parts of the frame had to be close enough together to support the sheets of bark, which were peeled from large trees. The posts and poles came from small trees (saplings) that were tall and straight. These trees were cut to the proper length and the bark was removed from the posts and poles to reduce insect damage and decay. This bark was peeled off in narrow strips and was saved for future use.

Different types of trees were used in various parts of the building. For example, a strong, stiff tree would be used for the outer posts. A strong but flexible tree would be used in the curved rafters. The Mohawk probably bent their rafters from freshly cut trees because green wood is much more flexible than dry.

Oneida and Lenape Transportation

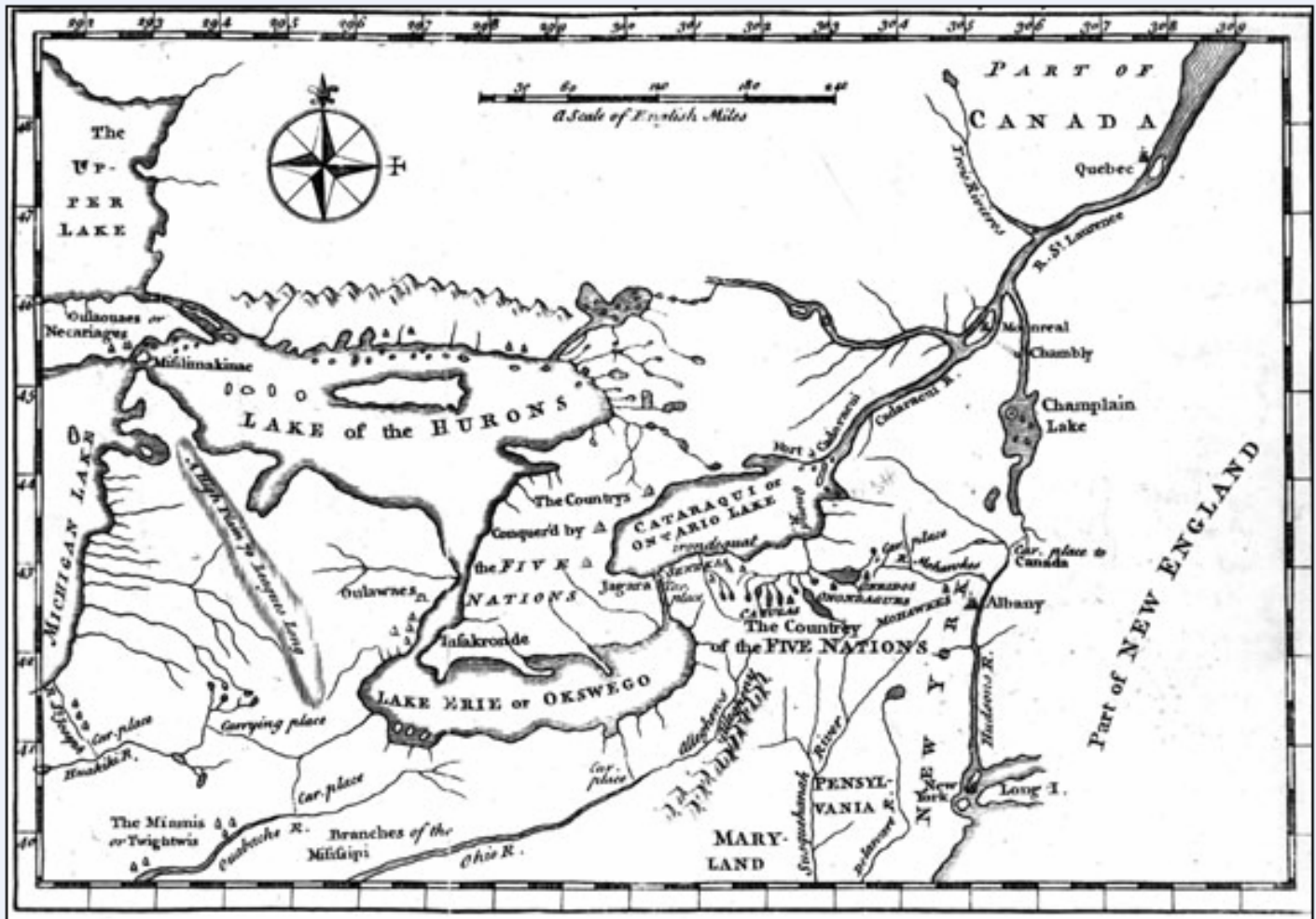
http://www.bigorrin.org/oneida_kids.htm

<http://www.lenapelifeways.org/lenape1.htm#lenapes>

Though the Oneida used elm-bark or dugout canoes for fishing trips they usually preferred to travel by land. Originally the Oneida used dogs as pack animals. (This was because there were no horses in North America until colonists brought them over from Europe.) In wintertime, the Oneidas used laced snowshoes and sleds to travel through the snow.

The Lenapehoking used different kinds of transport according to the season and the area in which they lived. Often they simply went on foot, making their own trail or following animal tracks or a dry streambed. Heavy loads were often carried by the women. A woman would rest the bundle on her back and support some of its weight with a strap called a tumpline. This was attached at each end to the bundle and passed in a loop around the wearer's forehead.

Map of the Five Nations



How did the Iroquois Confederacy govern and make laws?

Unit of Study: Native Americans: First Inhabitants of New York State

Focus Question: How did the structures of New York State Native American life result in complex, self-sustaining communities?

The Teaching Point:

- Students will learn how the Iroquois nations governed and made laws.
- Students will develop an understanding of how the Iroquois Confederacy is an early example of representative form of government.
- Students will compare the Iroquois system of government with the United States system of government.

Why/Purpose/Connection:

- To develop student understanding of how the Iroquois Confederacy was a model for the American form of representative government.
- To develop student appreciation of the complexity of Native American society.

Materials/Resources/Readings:

- Titles from the Trade Book Text Set
 - *Native Americans in New York*
 - *Iroquois Nation: Life of the Haudenosaunee*
 - *The Iroquois League*
 - *First Americans: The Iroquois*
 - *The Library of Native Americans: The Iroquois of New York*
 - *The Iroquois: The Six Nations Confederacy*
 - *If You Lived with The Iroquois*
 - *A True Book: The Iroquois*
 - *First Reports: The Iroquois*
- Chart paper

Model/Demonstration:

- Teacher facilitates a whole class discussion on the role of government and laws in communities. Guiding questions include:
 - “What is a law?”
 - “What are some examples of laws?”
 - “Why do groups of people/communities need laws?”
 - “How are laws made?”
 - “What is the role of the government in making laws?”
- Teacher charts student responses to each question.
- Teacher says: “Today, we are going to learn how and why the Seneca, Cayuga, Onondaga, Oneida and Mohawk nations of New York State formed the Confederacy of the Five Nations and how they governed themselves. (Teacher defines confederacy for class: “a union of persons, parties, or states; a league”). “We will also learn how the Haudenosaunee joined the Confederacy.
- Teacher projects the “Map of the Five Nations”.
- Teacher asks:
 - “Where in New York State did each of the Five Nations settle? (Focus on geographic proximity of the nations).

- “What might be some reasons why these groups would form a confederacy? (Possible student answers include: safety and protection, shared resources, common interests and needs, etc.).
- Teacher charts student responses.
- Teacher explains that students will work in groups of 4-5 and use the books in the text set to research and discuss how the Confederacy of the Five Nations (and later Six Nations) was formed. Guiding questions include:
 - “What were the reasons why the five nations formed the Confederacy?”
 - “How did the vision of the Great Peace play an important role in how the government was formed?”
 - “How did the Haudenosaunee become members of the Confederacy?”
 - “How were the leaders chosen?”
 - “How were decisions made?” (Teacher may introduce the concept of consensus.)
 - “Why do you think that the nations did not have an equal number of chiefs?”
 - “How were each of the five nations represented in the decision making process?”
- The group will summarize its research on chart paper and one student will present it to the class.

Differentiation:

- Students choose from a variety of titles from the trade book text set and other resources that reflect a variety of reading levels and incorporate visuals.
- Students engage in reading with a partner.
- Students make diagrams or charts that reflect their reading.
- Students read their notes aloud and record them on tape

Independent Practice/Exploration:

- Students work in their groups to research the Confederacy of the Five Nations and discuss the guiding questions. They summarize their research on chart paper and one student presents it to the class.

Share/Closure:

- Students share their research summaries.
- Teacher facilitates a discussion of a comparison of the Iroquois form of government and our government. Guiding questions include:
 - “How did the way the Iroquois selected their leaders compare to the way the United States selects its leaders?”
 - “How did the way the Iroquois made decisions compare to our system of making laws?”
 - “In what ways might we say that the Iroquois system of government was one of the models for the government of the United States?”

Assessment:

- Teacher rotates among the tables during the research to evaluate student need for additional support, and to evaluate how the groups are managing their time, and how well they are working independently and cooperatively.
- Teacher evaluates:
 - Were students able to categorize their responses?
 - Did students apply prior knowledge to support their responses?

Next Steps:

- Students role play a decision making situation among the Iroquois (e.g., the Council of the Five Nations discussing trade with another village outside of the Confederacy, or the Council of the Five Nations settling a disagreement among the nations of the Confederacy).
- Students write an essay on the question: “Was the Iroquois system of unequal representation among the nations fair?” Students present their opinion on the question and give supporting reasons why.

How did the Lenape use natural resources to meet their basic needs?

Unit of Study: Native Americans: First Inhabitants of New York State

Focus Question: How did New York State Native Americans use natural resources to meet their basic needs?

The Teaching Points:

- Students will learn about the ways in which the Lenape used natural resources to provide for food, shelter and clothing.
- Students will make inferences and draw conclusions about the relationship between nature and the daily life of the Lenape.

Why/Purpose/Connections:

- To increase student understanding of how natural habitats support the development of communities.
- To increase student understanding of how the Lenape lived and worked.

Materials/Resources/Readings:

- Titles from the Trade Book Text Set
 - *The Library of Native Americans: The Lenape*
 - *The Iroquois Long House Builders*
 - *A True Book the Iroquois*
 - *Life in a Longhouse Village*
 - *The Algonquin*
 - *Iroquois Indians*
 - *Longhouses*
- Websites:
 - <http://www.thundermtlenape.org/Dress&Appearance.htm>
 - www.ahsd25.k12.il.us/curriculum%20info/nativeamericans/Index.html
 - <http://mle.matsuk12.us/american-natives/ne/ne.html>
 - www.lenapelifeways.org
 - www.ahsd25.k12.il.us/curriculum%20info/nativeamericans/Index.html
- T chart for “The Lenape: Natural Resources and Basic Needs”

Model/Demonstration:

- Teacher asks: “What are the basic needs of a people?” (food, clothing and shelter)
- Teacher displays the picture of a Lenape village scene from *Life in a Longhouse Village* on an overhead projector.
- Teacher asks students to look at the picture and make a list of what they observe.
- Students share their observations and teacher charts them on a T chart.
- Teacher asks:
 - “From our list of observations, which ones show the ways that the Lenape met their need for shelter?” Teacher highlights student responses on chart paper.
 - Teacher repeats the procedure for food and clothing.
- Teacher asks: “How did the Lenape use the natural resources in their environment to meet their need for shelter?” and models recording student answers in the second column of the T chart.

- Teacher explains that students will work in groups of 4-5 to research which resources the Lenape use from their environment to meet their basic need for food and clothing. Each group will use the T chart to organize and record their information.
- Student groups will present their findings in either a written, oral or visual form.

Differentiation:

- Students choose from a variety of titles from the trade book text set and other resources that reflect a variety of reading levels and incorporate visuals.
- Students engage in reading with a partner.
- Students present their research in a variety of modalities: written, verbal, visual.

Student Exploration/Practice:

- Students work in their groups to identify resources, read and interpret information on the ways in which the Lenape used natural resources to meet their basic needs.
- Students record their information on the T chart.
- Students decide which format to use to present their information.
- Students prepare their presentation.

Share/Closure:

- Student groups make their presentations on how the Lenape used natural resources to meet their basic needs.
- Teacher leads a discussion on the relationship between the Lenape and the natural world. Guiding questions include:
 - “What does the Lenape use of natural resources tell us about the beliefs of their culture?”
 - “What do you think will happen to the way the Lenape live and meet their basic needs when they encounter the European explorers?”

Assessment:

- Teacher rotates among the pairs during the research to evaluate student need for additional support, and to evaluate how the pairs are managing their time, and how well they are working independently and cooperatively.
- Teacher and/or students create a rubric for evaluating the presentations.

Next Steps:

- Students explore the various roles of men and women in the Lenape community as they relate to the community’s basic needs.
- Students explore the relationship between the natural world and the Lenape spiritual beliefs.

T Chart
The Lenape: Natural Resources and Basic Needs

Basic Need	Lenape Use of Natural Resources
Shelter	<ul style="list-style-type: none">- Used trees to build longhouses- Trees were bent and tied with vines- Roofs were made from tree bark
Food	
Clothing	

Sample Reading on Lenape Methods of Hunting and Food Gathering

www.lenapelifeways.org

Many of the Lenape lived in villages for most of the year and grew much of their food. The three most important crops were corn, beans, and squash, known as "the three sisters." The gardening tools were very simple – hoes and sticks for digging and planting. Some of the crop was eaten as soon as it was harvested but much of it was preserved for use in winter when food was scarce. What was kept for later use was dried and stored in underground pits lined with bark.



The Lenape fished and hunted in all seasons. Using bows and arrows, traps, snares, and spears, they hunted deer, bear, elk and beaver. They also hunted the ducks and other birds that lived in their area. Sometimes hunting and fishing trips took men away from their villages for several weeks. Wild foods were also used. Berries were eaten fresh, baked into bread made from corn flour, or dried for winter use. Nuts were ground up and baked or were pressed to squeeze out their oil, which was used in cooking. Maple syrup was made by collecting sap from maple trees in early spring.

Food was cooked in clay pots over the fire or wrapped in leaves and set in the hot ashes. People liked to have their corn, beans and squash prepared in different ways. Corn on the cob was boiled or baked or fried in bear grease. Sometimes the women scraped the corn kernels off the cobs, ground them into a paste, and shaped the paste into patties, which were then wrapped in leaves and baked or boiled. Corn was also used to make soup, bread, and puddings.

Beans were boiled or fried, made into soups, or added to meat dishes. Squash was boiled or baked whole. Greens were added to meat dishes, wild herbs to soups, and berries to puddings or breads. Utensils consisted of bark plates or wooden bowls and spoons.

Sample Reading on Lenape Clothing

<http://www.thundermtlenape.org/Dress&Appearance.htm>

Clothing was made of skins, feathers and plant material, sewn and held together with thread made from sinew. Women wore dresses, men shirts, and both wore leggings, all being made from deerskin. Moccasins were also made from deerskin, and decorated with shell beads, porcupine quills, bells, etc. Men wore a loin cloth or breech clout of soft buckskin, which passed between the legs and was brought up and folded over a deerskin belt, front and back. An interesting cross-cultural exchange took place where Native Americans first dressed in deerskin clothing, after the introduction of cloth in trading, they started to wear cloth clothing and European-style clothing, and the Europeans took up their deerskin clothing with the fringe.

Men and women wore stone and shell pendants, beads, necklaces, armbands and anklets, and earrings of stone, shells, animal teeth and claws. In wintertime, fur robes and leggings were worn; women sometimes wore shawls of feathers.

Hair was worn long by both men and women. It was looked upon as sacred and unique to each person, a kind of signature, placed by the Creator upon each person at birth. It was one's connection to spirit. Older men let their hair grow long, down beyond the shoulders. Boys and young men shaved their heads with a sharp flint, leaving a crest of long hair in the center which was greased to make it stand erect. They often had a long length of hair on a shaved head (called a scalp lock) and decorated it with shells, or other materials according to personal preference.

Beards were not usually worn and hairs were regularly pulled out using mussel shells as tweezers. Facial hair that grew back became finer the more it was pulled. Men pulled their facial hairs when they wished to paint their faces for war or ceremony. By 1800, most of the men had scant, wispy beards.

Both men and women painted their faces using various colors according to personal design. Men often painted their bodies also. Women commonly used red, making spots on their cheeks and painted their ears or around the eyes.

Tattooing was widely practiced by both men and women. A design was drawn and pricked along the outline with a needle until blood was drawn; then burnt, powdered poplar tree bark was spread thereon.

Objects and the Stories They Tell

Unit of Study: Native Americans: First Inhabitants of New York State

Focus Question: How did the structures of New York State Native American life result in complex, self-sustaining communities?

The Teaching Points:

- Students will identify tools and techniques used to study history.
- Students will analyze historical artifacts from the Lenape and make inferences.

Why/Purpose/Connection:

- To provide students with an understanding of the appropriate tools for studying history.
- To increase student understanding of the richness of Lenape culture.

Materials/Resources/Readings:

- Titles from the Trade Book Text Set
 - *The Library of Native Americans: The Lenape*
 - *New York Native Peoples*
 - *The Algonquian of New York*
 - *American Community: Longhouses*
 - *The Northeast Indians: Daily Life in the 1500s*
 - *First Reports: The Algonquian*
 - *American Indian Art and Culture: The Iroquois*
- “Artifact Chart” (three-column table)
- Lenape artifacts:
 - cornhusk mask
 - dried corn, beans and/or squash (“The Three Sisters”)
 - wigwam or longhouse
 - deerskin moccasins
 - dug-out canoe
 - turtle shell rattle
 - bandolier bag
- Websites
 - www.munseedelawareindiannation-usa.us/

Model/demonstration:

- Teacher asks: “What is history and how do we study it?” Students respond and teacher charts responses.
- Teacher asks: “How can we learn about cultures that existed long ago?” Teacher defines an artifact as “any object made by human work”. Teacher asks: “What are some examples of artifacts?” Students generate a list (such as a tool, weapon, pot, food, article of clothing, etc.). Teacher charts responses.
- Teacher asks: “What can artifacts tell us about the history of a person or group of people?”
- Teacher distributes copies of the “Artifact Chart”.
- Without further discussion, teacher places one personal artifact from his/her life onto the table in front of room. Based on their observation of the artifact, students

are asked to fill out their individual charts. After 5 minutes, students are asked to share their findings with the whole class.

- Teacher facilitates a discussion with class that focuses on the question: “What does my artifact tell us about my history?” “How did we come to those conclusions?”
- Teacher then explains that students will be working in groups of 2-3 to look at replicas (copies) of objects that were made by the Lenape and record their observations and conclusions on the “Artifact Chart”.

Differentiation:

- Students will interact with artifacts that engage different senses and types of learning.

Student Exploration/Practice:

- In groups of 2-3, students will rotate among 5-6 stations/centers, each of which has a Lenape artifact. In their groups, students will observe the artifact, and complete the “Artifact Chart” for each artifact.
- After the students have observed all artifacts, they will meet in their groups to discuss their observations and observations.

Share/Closure:

- Teacher brings all the artifacts to the front of the room.
- Students present their observations and conclusions in whole class format.
- Teacher asks: “What conclusions can we draw about Lenape life and culture from our study of their artifacts?”

Assessment:

- Teacher will rotate around the room during the observation to evaluate student need for additional support, and to evaluate how the groups are managing their time, how well they are working cooperatively.

Next Steps:

- Students can research one specific Lenape artifact and demonstrate how it was used in daily life.

Lenape Artifact Chart

Artifact	Description of Artifact What does it look like? Feel like?	What Does This Tell Us About the Lenape?

Examples of Lenape Artifacts

Corn Husk Mask



The “Three Sisters”



Lenape Wigwam



Deerskin Moccasins



Dug-out Canoe



Turtle Shell Rattle



Bandolier Bag



What role did animals have in Native American culture?

Teacher note: This lesson can be completed over two days

Unit of Study: Native Americans: First Inhabitants of New York State

Focus Question: How did the structures of New York State Native American life result in complex, self-sustaining communities?

The Teaching Points:

- Students will learn about the animals of New York State and the connection between these animals and Native American clan systems.
- Students will learn about the rich tradition in which myths, legend, folktales, and history were handed down from generation to generation through storytelling.

Why/Purpose/Connection:

- Students will learn about New York's natural habitat and the importance of animals to Native American culture.

Materials/Resources/Readings:

- Titles from the Trade Book Text Set
 - *Native Americans: Iroquois Indians*
 - *New York Plants and Animals*
 - *The Library of Native Americans: The Lenape*
 - *Keepers of the Earth: Native American Stories and Environmental Activities for Children*
 - *A True Book: The Iroquois*
 - *American Indian Nations: The Iroquois*
 - *If You Lived with the Iroquois*
- Science books on Eastern woodland animals (beaver, deer, bear, raccoon, trout, hawk, geese etc.).

Model/Demonstration:

- Teacher reads aloud from the chapter on “Families and Clans” in *Iroquois Indians*.
- During the read-aloud, teacher asks the students to make a list of animals that the Iroquois used as symbols of their clans.
- After the read-aloud, have students share their responses and chart them. For each animal on the chart, discuss the particular traits the animal possesses. Chart student responses. Teacher asks:
 - “What might be some reasons a family would choose a particular animal to represent their clan?”
 - “What does the choice of animal names tell us about how Native Americans felt about animals?”
 - How else might animals play an important role in Native American life?”

Differentiation:

- Students who are visual learners can sketch the animals before describing them orally.

Student Exploration Practice:

- Students work independently or in pairs to choose a New York State animal that will be their clan animal.
- Students research information on the animal's habitat, its typical daily behavior, and the traits that it possesses.
- Students write an explanation of why they selected that animal to represent their clan

Share/Closure:

- Students share their choice of clan animal. They describe the animal they chose, explain its traits and behavior, and explain why they chose the animal to represent their clan.

Assessment:

- Teacher rotates among the pairs during the research to evaluate student need for additional support, and to evaluate how the pairs are managing their time, and how well they are working independently and cooperatively.

Next Steps:

- Students research one particular animal and write a legend based on a problem that the animal faces in nature.
- Students compare Aesop's fable *The Tortoise and The Hare* to the Seneca legend, *Turtle Races with Beaver*.

How are Lenape values and beliefs reflected in their creation myths?

Unit of Study: Native Americans: First Inhabitants of New York State

Focus Question: How did the structures of New York State Native American life result in complex, self-sustaining communities?

The Teaching Points:

- Students will learn about the importance of creation myths in Lenape culture.
- Students will make inferences and draw conclusions about the relationship between nature and the spiritual life of the Lenape.
- Students will learn about the rich tradition in which myths, legend, folktales, and history were handed down from generation to generation through storytelling.

Why/Purpose/Connections:

- To increase student understanding of the spiritual beliefs of the Lenape.
- To increase student understanding of the importance of animals in Lenape creation myths.
- To reinforce student understanding of how the relationship between the Lenape and the natural world resulted in a complex culture.

Materials/Resources/Readings:

- “The Delaware Creation Story”
- “The Battle with the Monster”
- Titles from the Trade Book Text Set
 - *Between Earth and Sky*
 - *The Library of Native Americans: The Lenape*
 - *The Algonquian of New York*
 - *The Iroquois of New York*
 - *American Indian Art and Culture: The Iroquois*
 - *First Reports: The Iroquois*
 - *If You Lived with the Iroquois*
- Websites:
 - http://www.bigorrin.org/lenape_kids.htm
 - <http://www.lenapelifeways.org/lenape1.htm>

Model/Demonstration:

- Teacher asks: “What is a myth?” Have students brainstorm possible meanings and develop a shared definition that includes: a traditional story accepted as history, explains a natural phenomenon, cultural practice or the world.
- Teacher asks:
 - “What are some examples of myths that you have read?”
 - “What event in nature does the myth explain?”
- Teacher facilitates a discussion on the role of myths in a culture. Guiding questions include:
 - Why do people have myths and legends?”
 - What can we learn about a people and their culture from their myths and legends?”

- Teacher explains that storytelling was an important way the Lenape taught their children about their history and way of life. Their myths often had animals as the main characters.
 - Teacher says: “Today we will read and compare two Lenape creation myths to learn about their spiritual beliefs.”
 - Teacher reads “The Delaware Creation Story” aloud to the class twice. The first time, students are asked to listen.
 - After the second reading, teacher leads a discussion of the myth. Guiding questions include:
 - “How would you tell the story in your own words?”
 - “What role do animals play in the story?”
 - “How does the creation myth explain how the world was created?”
 - Teacher explains that students will work in pairs to read and write a summary of the Lenape creation myth, “The Battle with the Monster”. They will then discuss the meaning of the myth and compare it to “The Delaware Creation Story” Guiding questions include:
 - “What is the relationship between humans and animals in the story?”
 - “What does the myth tell the reader about how the Lenape viewed the natural world?”
 - “What is the lesson that is being taught?”
 - “What is similar in both creation myths?” “What is different?”
- Student pairs will decide on the format for presenting their interpretation of the two myths to the class.

Differentiation:

- Students read the myth aloud or in paired reading.
- Key vocabulary is defined.
- Students present their interpretation of the myth in written, oral or visual form.

Student Exploration/Practice:

- Students work in pairs to read and discuss the Lenape creation myth, “The Battle with the Monster.”
- Students use the guiding questions to interpret the meaning of the story and the lesson that it teaches.
- Students determine the format of their presentation to the class.

Share/Closure:

- Students present their interpretation of the creation myths.
- Teacher facilitates a discussion of the role of creation myths in Lenape culture. Guiding questions include:
 - “What are some of the lessons that the Lenape were teaching their children in these myths?”
 - “What do these lessons tell us about the beliefs and values of the Lenape?”
 - “Which lessons have meaning today?”

Assessment:

- Teacher rotates among the tables during the research to evaluate student need for additional support, and to evaluate how the groups are managing their time, and how well they are working independently and cooperatively.
- Teacher assesses student understanding through their presentations and responses to the discussion questions.

Next Steps:

- Students compare the “Lenape Creation Story” with the “Iroquois Creation Myth” and present their findings in a Venn diagram.
- Students select one of the Lenape myths to illustrate or dramatize.
- Students write an original creation myth.

Delaware Creation Myth

A Lenape came to the house of a Dutch man who lived in Hackensack. The Dutch man was curious about the Indian's beliefs.

He asked the Lenape, "And where did your father come from? And your grandfather and great-grandfather, and so on to the first of your people?"

The Lenape was silent for a little while, and he then took a piece of coal out of the fire and began to write upon the floor. He first drew a circle, on which he made four paws, a head and a tail.

"This," he said, "is tortoise, lying in the water."

He moved his hand around the figure, and continued:

"This was all water, and so at first was the earth. Then the tortoise gradually raised its round back up high, the water ran off, and thus the earth became dry."

He then took a little straw and placed it on end in the middle of the figure, and proceeded:

"The earth was now dry, and there grew a little tree in the middle of the earth. The root of this tree sent forth a sprout, and there grew upon it a man, who was the first male. The man was alone, and would have remained alone, but the tree bent over until its top touched the earth, and there came forth another sprout, on which there grew a woman. From these two were all people produced."

Adapted from: *The Journal of Jasper Danckaerts*, 1679-1680.

The Battle with the Monster

When the world was young, there lived in this country many huge Monsters, some of who dwelt in the sea, some who roved over the land, and some who lived on land and in the water.

The grandfather of these Monsters was greater than them all and very wise. He invaded every known region of the world, respected no one's rights and victimized every living creature. Neither sea nor mountains, nor swamps could stop him, and he was a terror to all living things.

The people were much upset and called to the Great Spirit for strength to fight the Monster. The Great Spirit told the Chiefs and headmen that it was not always bone and muscle that overcame difficulties, but more times brains.

So a general council was called and all tribes met, and it was decided that Monster should die and his brains divided among all who had taken part in killing him. The Great Bear came to the council and said that the animals would take part in the battle, and would want a share of the brains. So it was agreed that both man and beast would fight the Monster.

Then, there arose the question as to how would the brains be divided, for it was known that the Monster was made up of every nature, every desire, good, evil, wisdom, foolishness, love, kindness, friendship, wrath, envy, jealousy, truthfulness and dishonesty, and every motive that ever was, and different parts of the brain represented different motives. The Rain Manitou was consulted, and he said he would strike the monster with one of his great bolts of lightening and scatter his brains, and all creatures could scramble for what they could get.

The Rain Manitou was to sit in the top of the mountain by the side of a Great Pass, all the Indians and the animals were to be hidden on either side of the pass, and the Great Bear was to go and dare the Monster to fight him, and then run through the Pass.

When the Monster came to the right place, the Rain Manitou was to strike and kill him, and scatter his brains.

Everything worked as planned. The Great Bear found the Monster and decoyed him to the mountain pass, then a great dark cloud covered the place, and an awful flash of lightening appeared. Then a command with a voice of thunder came: "All come and gather what brains you can, but remember every motive is there, and be careful what you take."

The brains were scattered all over the valley, the mountainside and the pass, no large piece in any place, but small atoms everywhere.

There came a general scramble, grabbing, picking, snatching and scratching. All forgot that there were different kinds of brains, and that each creature might have gotten the kind his nature needed, if he had only taken the time.

The turtle got what the bear and turkey should, and after that laid eggs and lived on both land and water, but never satisfied with either place very long. Some birds got what the fish should have and most of the people got a mixture of all, and the reason why many men are so changeable at times is their ancestors were careless in selecting their brains.

Adapted from: *In Legends of the Delaware Indians and Picture Writing*

How did the Lenape govern and make laws?

Unit of Study: Native Americans: First Inhabitants of New York State

Focus Question: How did the structures of New York State Native American life result in complex, self-sustaining communities?

The Teaching Point:

- Students will learn about the ways in which the Lenape governed themselves.
- Students will make inferences and draw conclusions about the effectiveness of the Lenape system of government.
- Students will compare the Lenape system of government with the United States system of government.

Why/Purpose/Connection:

- To develop student understanding of the Lenape system of government and law making.
- To develop student understanding of the representative form of government.
- To reinforce student understanding of the relationship between the Lenape system of government and that of the United States.

Materials/Resources/Readings:

- Titles from the Trade Book Text Set
 - *The Library of Native Americans: The Lenape*
 - *New York Native Peoples*
 - *The Algonquian of New York*
 - *First Reports: The Algonquian*
- Websites:
 - www.lenapelifeways.org
- Excerpt from “William Penn’s Own Account of the Lenni Lenape Indians” on Lenape government
- Excerpt from “William Penn’s Own Account of the Lenni Lenape Indians” on Lenape laws
- Chart paper

Model/Demonstration:

- Teacher facilitates a whole class discussion on the role of laws in a community and city. Guiding questions include:
 - “What are some laws that we follow as citizens of New York City?”
 - “Why are laws important in a community or city?”
 - “Who decides what rules become laws?”
- Teacher charts student responses to each question.
- Teacher asks: “Should all citizens of a community decide what rules become laws, or should a small group of representatives make these decisions?” (Teacher defines representatives for class: “one who is authorized to act for another or a group.”) Students turn and talk. Pairs are instructed to present reasons to support their opinion. Teacher elicits student opinions and charts them.
- Teacher explains that in some cultures/nations, the ruler makes the laws for the people. In other cultures/nations, representatives of the people make the laws.

- Teacher says: “Today, we are going to learn how the Lenape governed themselves. You will read two eyewitness accounts and discuss them at your tables. Each account has guiding questions to help focus your discussion.
- Teacher distributes the first excerpt on Lenape government. Students are directed to read the passage and discuss the questions at their tables. Each table will categorize their responses using three broad headings:
 - “Who is the leader or the leaders of the Lenape?”
 - “How is the leader or leaders chosen?”
 - “How are laws passed and decisions made?”
- One student will record the group’s responses on chart paper and present them to the class.
- Teacher repeats the directions with the second excerpt on Lenape law and order.

Differentiation:

- Students choose from a variety of titles from the trade book text set and other resources that reflect a variety of reading levels and incorporate visuals.
- Students engage in reading with a partner.
- Students make diagrams or charts that reflect their reading.
- Students read their notes aloud and record them on tape

Independent Practice/Exploration:

- Students work at their tables to read and discuss each of the excerpts from William Penn’s account of the Lenape. One student will record the table’s responses to the guiding questions under the three broad categories. Each table will share its responses with the class.

Share/Closure:

- Teacher introduces a chart with three broad questions:
 - “Who is the leader or the leaders of the Lenape?”
 - “How is the leader or leaders chosen?”
 - “How are laws passed and decisions made?”
- Teacher explains that as groups share their responses, s/he will record them on the class chart.
- Students share their responses to both readings.
- Teacher facilitates a discussion of the student responses.
- Teacher facilitates a discussion of a comparison of the Lenape form of government and our government. Guiding questions include:
 - “How does the way the Lenape selected their leaders compare to the way Americans select their leaders?”
 - “How does the way the Lenape punished murderers compare to our laws for punishing serious crimes?”

Assessment:

- Teacher rotates among the tables during the research to evaluate student need for additional support, and to evaluate how the groups are managing their time, and how well they are working independently and cooperatively.
- Teacher evaluates:
 - Were students able to categorize their responses?
 - Did students apply prior knowledge to support their responses?

Next Steps:

- Students role play a decision making situation among the Lenape, e.g., the Sachema and his Council discussing trade with another village, or the Sachema and his Council deciding the punishment of a thief.
- Students write an essay on the question: “Should the elderly be given a special role in our government? Students present their opinion on the question and give supporting reasons why.

William Penn's Own Account of the Lenni Lenape Indians: Lenape Government

Adapted from Myers, Albert Cook, William Penn, His Own Account of the Delaware Indians, 1937

“Their government is by kings, who they call Sachema. Those kings always come into their position through the Mother’s side. For instance, the children of him that is now king will not become king, but his Mother’s Brother, or a Son of his Sister (and after him a Child of his Sister’s Daughter will reign (rule). For no woman inherits.

“Every King has his Council, and that consists of all the Old and Wise men of his Nation, which is perhaps two hundred people. Nothing important is undertaken, be it War, Peace, Selling of Land or Trade, without advising from them.... ‘Tis admirable to consider, how Powerful the Kings are, and yet how they move by the Breath of their People.”

Guiding questions:

- “What do we learn about Lenape government from this account?”
- “What role did the Council play in Lenape government?”
- “Why do you think the “old” men were given a special position in government?”
- “Do you agree that it is a good idea to have an advisory council of representatives?” “What might be some challenges of asking all the members of a community what they think on an issue or problem?”
- “What does William Penn mean when he says, “‘Tis admirable to consider, how powerful the kings are, and yet how they move by the breath of their people”?

William Penn's Own Account of the Lenni Lenape Indians: Lenape Law and Order

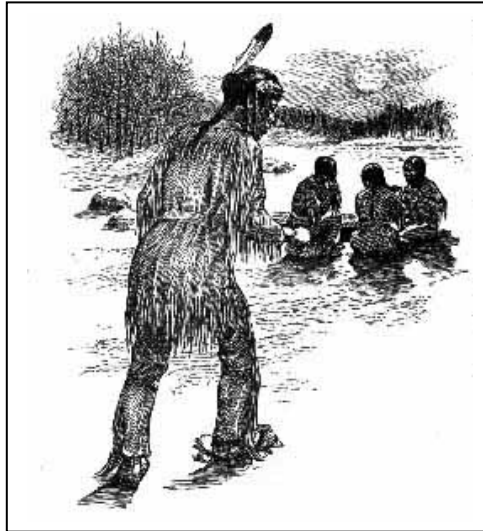
Adapted from Myers, Albert Cook, William Penn, His Own Account of the Delaware Indians, 1937

“The justice they have is pecuniary (requiring a payment of money, a fine). In the case of any Wrong or evil Face, be it murder itself, they make up by Feasts and Presents of their Wampum, which is proportioned to the quality if the Offense (Crime) or person injured, or the Sex they are of. For in case they kill a woman, they pay double, and the Reason they give is that she gives birth to Children, which men cannot do. It is rare to commit crimes, if Sober, and if Drunk, they forgive it, saying It was the Drink, and the Man, that abused them.”

Guiding Questions:

- What does this reading tell us about the Lenape system of justice?”
- “Do you think that asking murderers for money is a fair punishment?”
- “How did the Lenape explain punishing female criminals differently from males?”
- “Do you agree that it is a good idea to punish females differently from males who commit the same crime?”

Native Americans Honor the Earth Project Guidelines



"In our every deliberation we must consider the impact of our decisions on the next seven generations."

Traditional Iroquois Saying

Native Americans have long had a deep respect for their natural world. They have always understood the need for moderation and conservation in the use of natural resources. We have studied how several New York State Native American cultures have used and respected the natural resources around them.

Work with a partner to pick an example of how New York State Native Americans were connected to the natural world. Examples may include how nature is shown in storytelling and myths, or Native American use of animals and plants.

Then, write a well developed description that explains this connection or relationship to nature and how Native Americans honor the earth.

Next, illustrate how Native Americans honor the earth by choosing to do one of the following about your example:

- Draw or paint a picture
- Create a skit
- Write a song or a poem.

Finally, we will display and share our work during a class presentation.

Corn Husk Dolls

Cornhusk dolls have been made by Northeastern Native Americans since the beginnings of corn agriculture more than a thousand years ago. In addition to their use for amusement, some cornhusk dolls are used in sacred healing ceremonies. A type of Iroquois cornhusk doll was made in response to a dream. The doll was then discarded, put back to earth to carry away the evil of the dream.



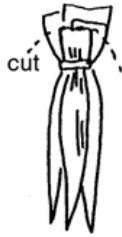

Dolls measure anywhere between four and ten inches tall. Sometimes a face is drawn, or red dots are painted for cheeks; but more often than not the doll's face is left blank. The dolls are often dressed but some are made without clothing. Personal equipment is produced for many dolls, and this helps children practice to prepare the things needed for everyday life. Girl dolls would be given cradle boards, hoes, sewing kits or other women's things, while boys could be provided with bows and arrows, canoe paddles and warrior's gear.










Follow these instructions and refer to the accompanying diagrams to create your own unique doll.

Materials Needed:

string
scissors
a bucket of water
bags of cornhusks- most easily purchased (dried, cleaned and in uniform sizes)

Directions: Before beginning, soak cornhusks in a bucket of water until they are soft and pliable.

<p>1.</p> 	<p>Take four cornhusks and arrange them in as shown.</p>
<p>2.</p> 	<p>Using a small piece of string, tie the straight ends together tightly.</p>
<p>3.</p> 	<p>Trim and round the edges with scissors.</p>
<p>4.</p> 	<p>Turn upside down and pull long ends of husks down over the trimmed edges.</p>

<p>5.</p> 	<p>Tie with string to form the "head."</p>	<p>10.</p> 	<p>Drape a husk around the arms and upper body in a criss-cross pattern to form "shoulders."</p>
<p>6.</p> 	<p>Take another husk, flatten it, and roll into a tight cylinder.</p>	<p>11.</p> 	<p>Take four or five husks, straight edges together, and arrange around waist. These form a "skirt" for the doll.</p>
<p>7.</p> 	<p>Tie each end with string. This forms the doll's arms.</p>	<p>12.</p> 	<p>Tie with string.</p>
<p>8.</p> 	<p>Fit the arms inside of the long husks, just below the "neck."</p>	<p>13.</p> 	<p>If desired, follow the diagram to form legs for the doll. Tie legs with small strips of husks as indicated. Finish off the doll by tying small strips of husk around the neck and waist to hide the string. Small scraps of cloth may be used to dress the doll.</p>
<p>9.</p> 	<p>Tie with string, as shown, to form a "waist."</p>		

Resources:

Native American Technology and Art: <http://www.nativetech.org/cornhusk/corndoll.html>Network for Instructional TV: <http://www.teachersfirst.com/summer/cornhusk.htm>

Field Trips for Native Americans: First Inhabitants of New York State**Location****Exhibits****American Museum of Natural History**Central Park West and 79th Street, Manhattan<http://www.amnh.org/museum/>

Hall of Eastern Woodland Indians

Inwood Hill Park

Dyckman Street, Manhattan

<http://www.nycgovparks.org/parks/inwoodhillpark><http://www.washington->[heights.us/history/archives/000445.html](http://www.washington-heights.us/history/archives/000445.html)**Metropolitan Museum of Art**1000 Fifth Avenue at 82nd Street, Manhattan<http://www.metmuseum.org/>

New Gallery for the Art of Native North America

National Museum of the American Indian

One Bowling Green, Manhattan

<http://www.nmai.si.edu>**New-York Historical Society**

170 Central Park West, Manhattan

<https://www.nyhistory.org/web/>

The Hudson River School exhibition

South Street Seaport Museum

12 Fulton Street, Manhattan

<http://www.southstreetseaportmuseum.org/>

New Amsterdam Walking tour

Staten Island Children's Museum

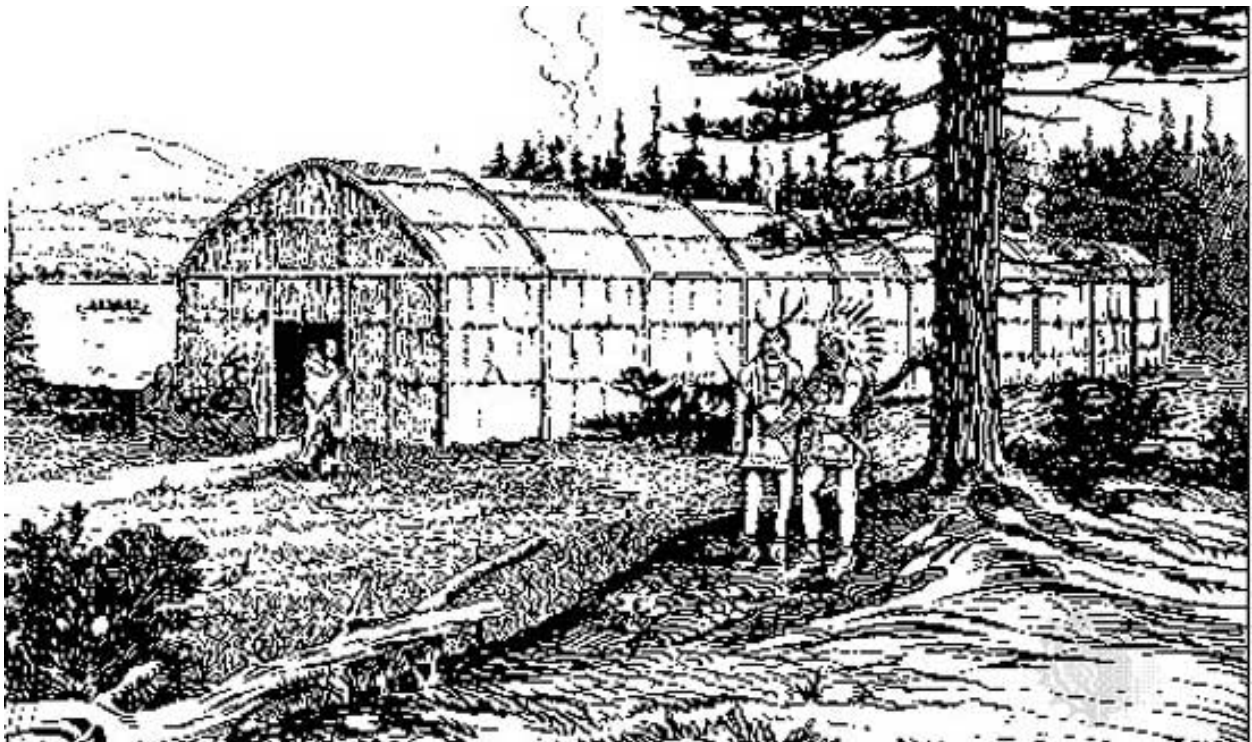
1000 Richmond Terrace, Staten Island

<http://stateniskids.org/>

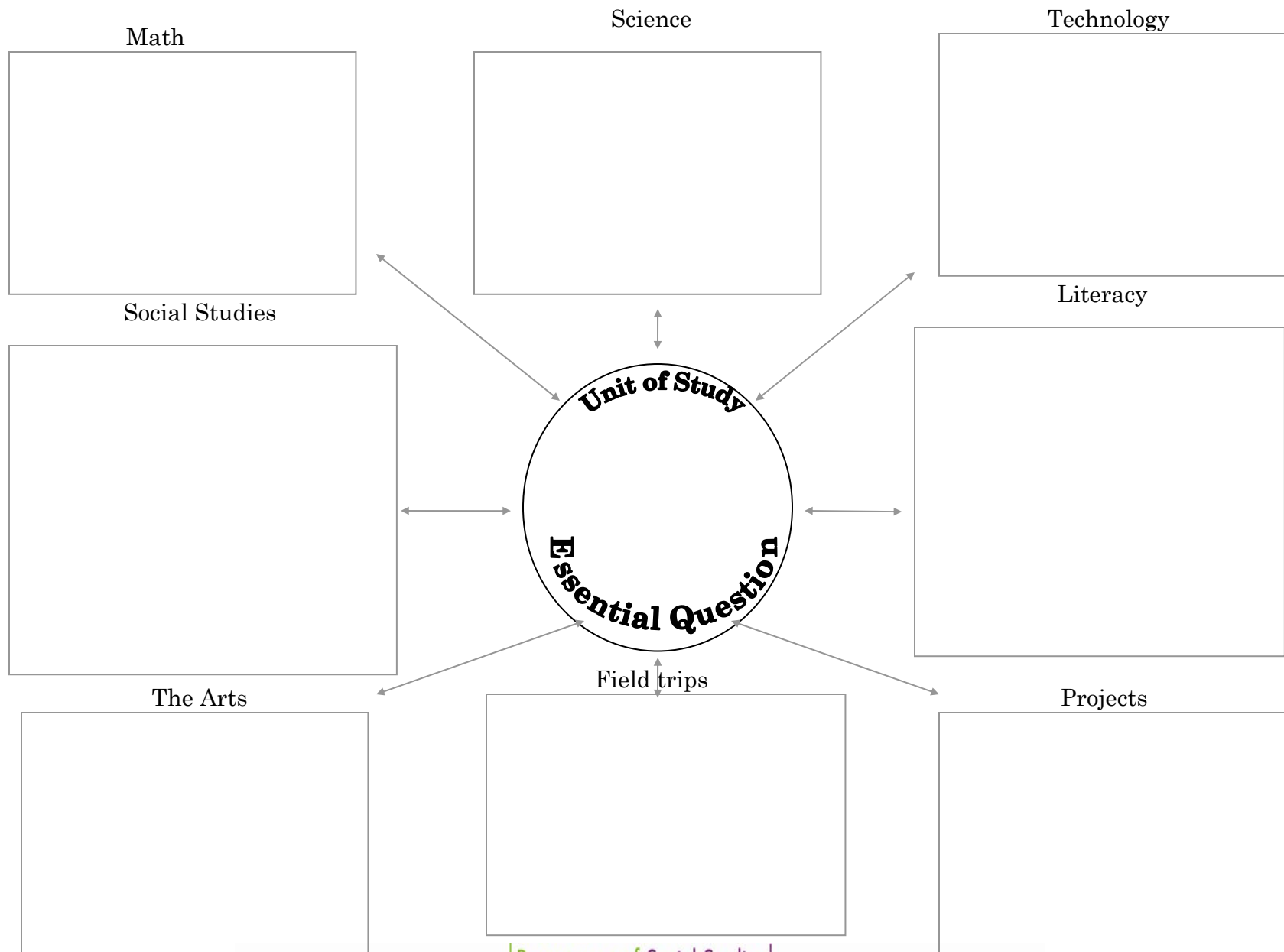
Native American Masks program

V.

Additional Resources



BRAINSTORM WEB TEMPLATE



ESSENTIAL QUESTION

--

Content/Academic Vocabulary (sample)

--

Focus Questions



--



Student Outcomes

Think about what you want the student to know and be able to do by the end of this unit.

Content, Process and Skills

--

INTERDISCIPLINARY PLANNING TEMPLATE

Focus Question					
Social Studies					
Reading connected to the Social Studies curriculum					
Writing Connected to the Social Studies Curriculum					
Math					
Technology					
Arts					
Science					

LESSON PLAN STRUCTURE**Unit of Study/Theme** _____**Date** _____**The Teaching Point:** What concept/skill/strategy will you be teaching today?**Why/Purpose/Connection:** How does this relate to earlier learning? What is the purpose for learning this?**Materials/Resources/Readings:** What will you use to teach the concept/skill/strategy?**Model/Demonstration:** The active teaching part. What will you do? Read aloud? Short shared text? Process demonstration? Think aloud?**Differentiation:** How will you address student learning styles?**Guided Practice:** This is when students practice the new learning with teacher guidance.**Independent Exploration:** This is an opportunity for students to practice and apply the new learning independently.**Share/Closure:** Selected students share with purpose of explaining, demonstrating their understanding and application of teaching point.**Assessment:** How will you assess student learning? How does student response to this lesson/activity inform future instruction?**Next Steps:** How will you follow up and connect today's learning to future learning? How might this lead to further student investigation?**Other Notes/Comments:** Use other side, if necessary.

TEXT SELECTION PLANNER**Text Title:**

Author: _____

Text Genre:

Choose a text. Read text carefully and decide how the text can best be used with your students. [Please circle your choice(s)]:

Read Aloud

Shared Reading

Independent Reading

Paired Reading

Small Group Reading

Student Outcomes: Decide what you want the students to know or be able to do as a result of interacting with this text.

-
-
-

Social Studies Outcomes: What are the specific Social Studies outcomes to be connected with this text?

-
-
-

ELA Outcomes: What are the specific ELA outcomes? (e.g., main idea, cause/effect, visualizing)

-
-
-

What will students do to interpret this text? (Read and discuss, highlight, take notes, complete graphic organizer, etc.)

-

THINKING ABOUT TEXT TEMPLATE

Your Name: _____

Name of text:

Read the text carefully and fill in the chart below.

What I Read	What I Think	What I Wonder

Template from *Looking to Write* by Mary Ehrenworth. Used by permission of author.

THINKING ABOUT IMAGES TEMPLATE

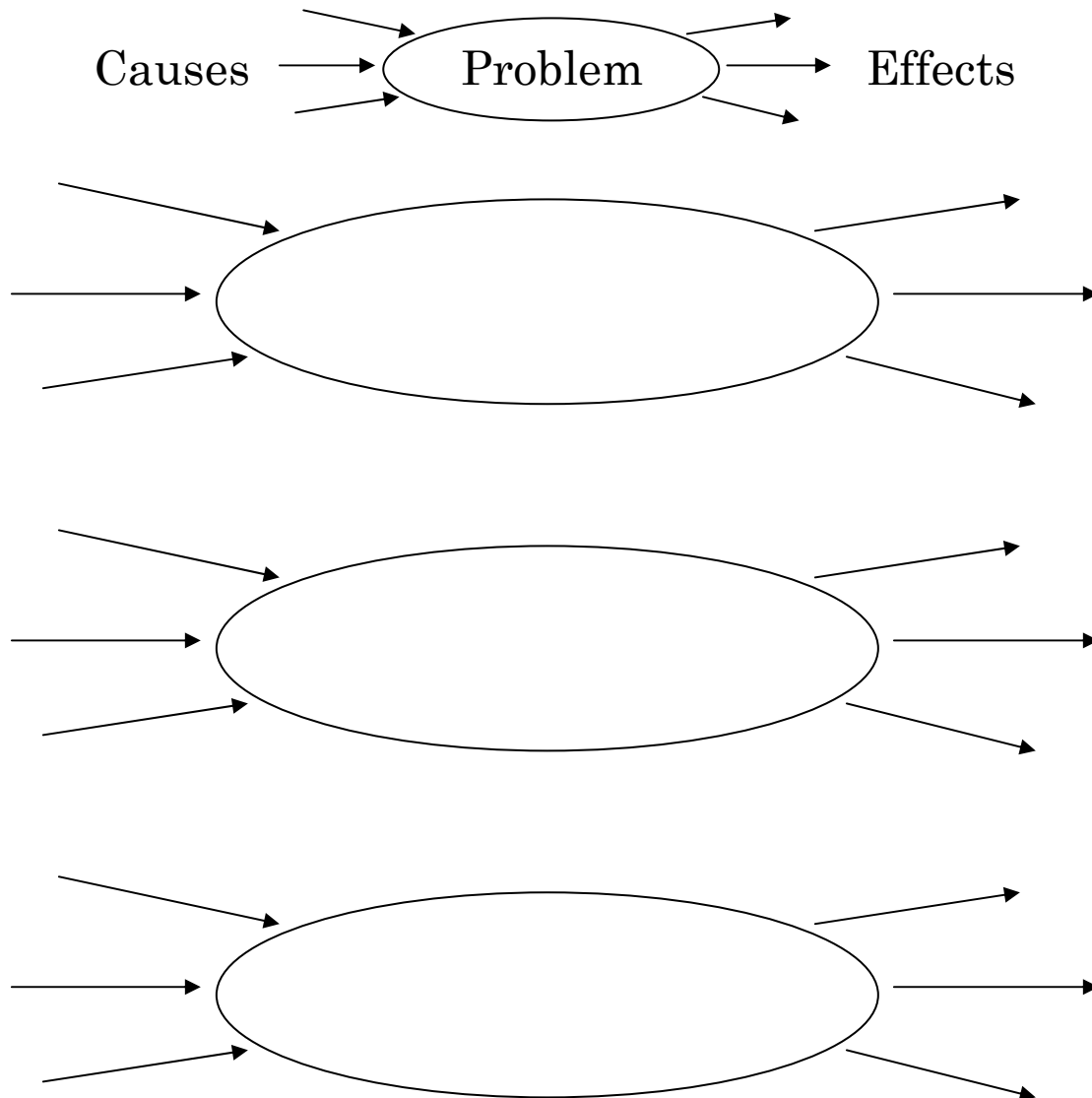
Your Name: _____

Name of image:

Look carefully at the picture and fill in the chart below.

What I See	What I Think	What I Wonder

Template from *Looking to Write* by Mary Ehrenworth. Used by permission of author

CAUSE-EFFECT TEMPLATE

NOTE-TAKING TEMPLATE

Chapter Title: _____

Big Idea:

Using only 2 to 3 sentences, tell what the chapter/section is about.

What I Learned (Details):

•

•

•

•

•

•

•

•

•

WHAT DOES IT MEAN TO SUMMARIZE?

Name _____ Date _____

Text _____

1. Read the text and underline/highlight the key words and ideas. Write these in the blank area below where it says “Words to Help Identify Main Idea.”
2. At the bottom of this sheet, write a 1-sentence summary of the text using as many main idea words as you can. Imagine you only have \$2.00, and each word you use will cost you 10 cents. See if you can “sum it up” in twenty words!

Words to help identify main idea:

Write the \$2.00 sentence here:

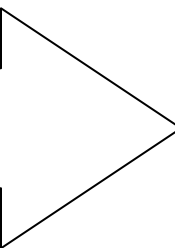
WHAT'S THE POINT?
LOOKING FOR THE MAIN IDEA

Name _____

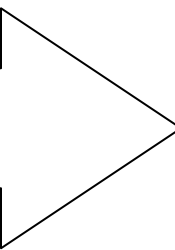
Text _____

As I read, I note the following:

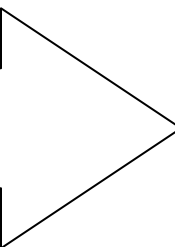
1) _____



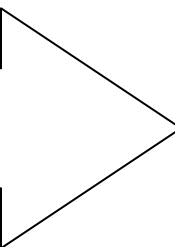
2) _____



3) _____



4) _____



To sum up points 1-4, I think that this text is mostly about...

PARAPHRASE ACTIVITY SHEET

Name _____ Date _____

Text _____

The Actual Text Reads...	In My Own Words...

Name _____ Date _____

Text _____

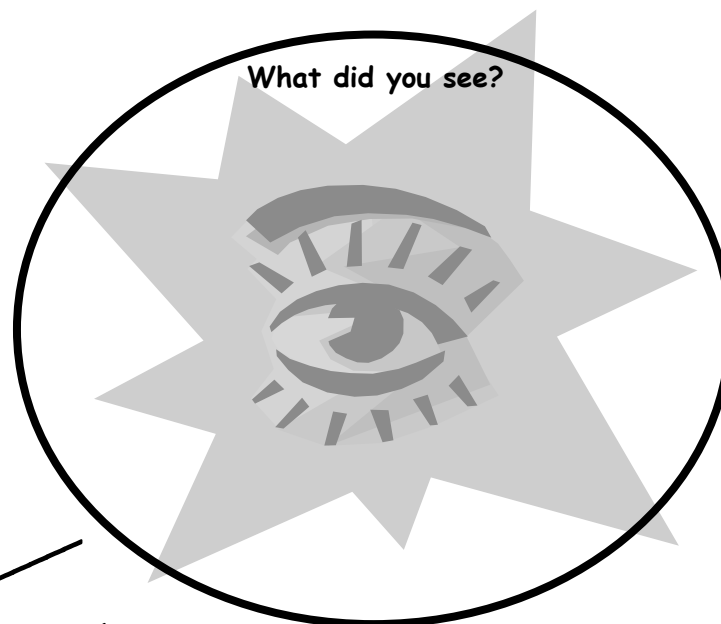
What I think	Evidence
I think the author is stating that...	I know this because...

VIDEO VIEWING GUIDE

What did you hear?

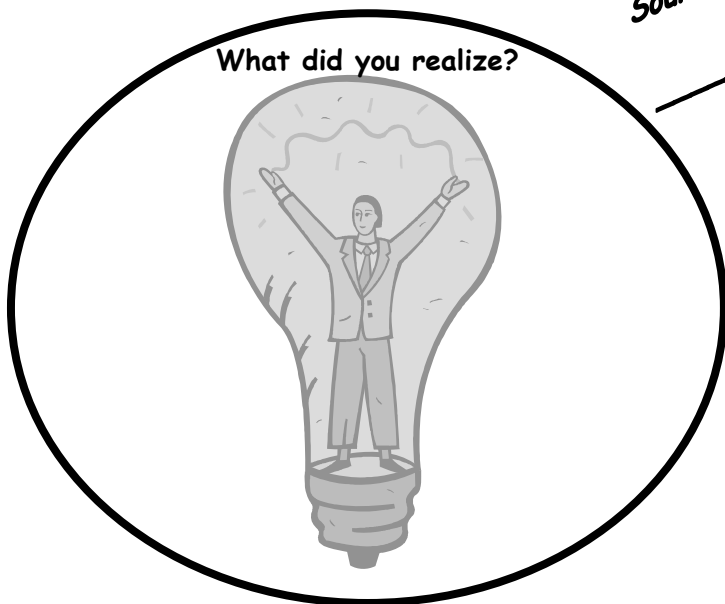


What did you see?

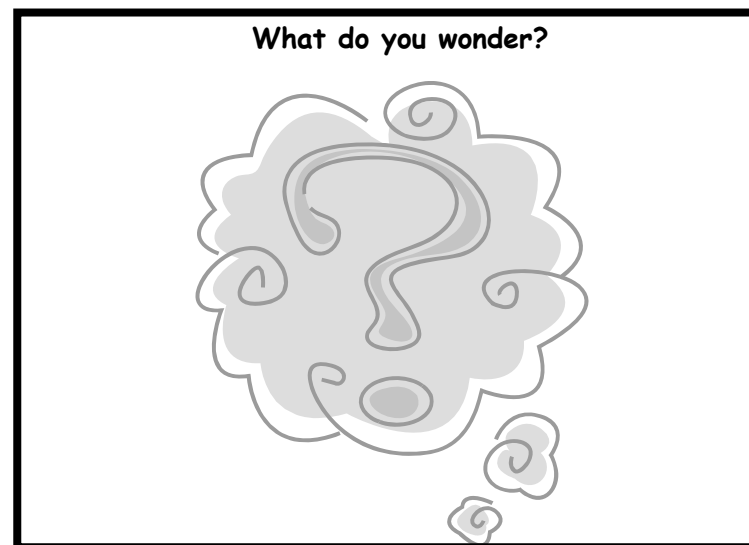


Source:

What did you realize?



What do you wonder?



TECHNOLOGY TOOLS



TrackStar is a web-based tool that helps teachers organize and annotate websites for online research activities. Tracks allow teachers to organize pre-selected websites that they have reviewed for reading level and content that is appropriate and pertinent to a class project. As a result, online research becomes more focused; students are not aimlessly searching the Internet and they do not have to enter any webpage addresses!

- Go online to <http://trackstar.4teachers.org>

First, let's review three posted tracks.

Women of the American Revolution
Track # 242428

Features of the Brooklyn Bridge
Track # 188009

Folktales
Track # 140293

To view a track

Enter these track numbers in
the box entitled
View a Track and click Go

At each title page, read the track description. What information does the teacher provide? Do you have a sense of the activity students were supposed to complete and why?

- Click on **View in Frames** to enter track (Also, check out **View in Text**, too!)

As you review each track, consider the following:

- How the window is organized
- The focus of the track
- The number and quality of websites listed
- The annotation provided and the questions posted
- How to move around the websites
- How would you change/improve this track

Track Features

Tracks have three (3) features:

1. The Left frame → Titles of all websites students may visit (you can change/shorten an official site title and provide a title students will readily identify)
2. The Top frame → The webpage title you've created, URL and teacher annotations (these might include questions, directions etc.)
3. Stage Frame → The webpage

The screenshot shows the TrackStar website interface. At the top, there is a blue header bar with the TrackStar logo on the left and the track title 'A Bridge Grows in Brooklyn' in the center, with 'Annotations by Stephanie Durham' below it. To the right of the title is a left-pointing arrow labeled 'Track Title'. Below the header, on the left, is a yellow sidebar titled 'Sites for Track #102658'. It contains a list of links: '1. Brooklyn Junior League', '2. Invention Factory', '3. Brooklyn Bridge Poetry', and '4. Facts about the bridge'. Below these links are 'Return to Track Description' and 'E-mail this Track'. An arrow labeled '1. Links' points to this sidebar. The main content area has a yellow background for the top section, titled 'Invention Factory'. It contains the 'Site Location' as 'http://www.inventionfactory.com/history/RHABridge/bb.html' (with an arrow labeled 'Webpage title, URL and annotations' pointing to it), followed by 'Facts about the Bridge' and two questions: 'When did construction begin on the Brooklyn Bridge?' and 'What is the total length of the bridge, it's width, and weight? What did it cost to build the bridge?'. Below this is a large green rectangular area labeled 'Stage Frame: The Webpage' which contains a black and white photograph of the Brooklyn Bridge. Below the photo, the text 'The Brooklyn Bridge' is centered. At the bottom of the page, there is a line of text: 'Bridge spans: East River, Brooklyn-Manhattan, New York City, New York, USA' and another line: 'Chief Engineer: John A. Roebling (1867-69) & Washington A. Roebling (1869-1883)'.

Creating a Track

- Go to the main page <http://trackstar.4teachers.org>
- Under *Make a Track*, click *Create an Account and Start Making Tracks*
- Complete New User Sign Up and follow directions to create your account
- The TrackStar site offers a detailed tutorial on planning, creating and editing your tracks.

Before you make a track!

Use the Track Star Draft Worksheet (see next page) as a guide to gather all the information necessary for building your track.

While it might seem time consuming to create the track as a worksheet in Word first, this process has several advantages:

1. It's easier to change the order of how you would like the websites listed within a Word document than after you've created a track, you can easily add URL's and other information using cut and paste.

2. Creating your track in a Word document allows you to spell check your work.
3. If TrackStar is not available, you always have a backup list of all the sites and annotations for students to continue their research.

Once you've gathered all the information needed for your track on your worksheet, you can then easily transfer this into TrackStar.

Time Savers

When you are ready for your students to begin exploring the track you've created:


- Whether you're using Microsoft Internet Explorer or Netscape Navigator, show students how to add the TrackStar web address <http://trackstar.4teachers.org> to Favorites. This will save a lot of time and remove the frustration of having to type and remember the webpage address.
- DO NOT create more than two (2) links to the same website within one Track. TrackStar places a hold on your track if you do and the site will not be accessible!

Internet Tools

Answers.com

<http://www.answers.com>

Answers.com is a free, ad-supported, reference search service, created to provide you with instant answers on over a million topics. As opposed to standard search engines that serve up a list of links for you to follow, Answers.com displays quick, snapshot answers with concise, reliable information. Editors take the content from over 100 authoritative encyclopedias, dictionaries, glossaries and atlases, carefully chosen for breadth and quality. Answers.com has incorporated citation functionality with the goal of educating and helping

users cite their work. Clicking on the "Cite" button  (which can be found next to each copyright at the bottom of each Answer Page), will direct you to a fully-formatted citation, ready for students to include in their bibliography. They can even choose from MLA, Chicago and APA styles.

Bartleby.com

<http://www.bartleby.com>

Bartleby.com publishes thousands of FREE online classics of reference, literature and nonfiction. The editors of *Yahoo! Internet Life* magazine voted it a 2002 "Best Literary Resource" for Net excellence. The magazine's review of Bartleby.com proclaims: "Never judge a book by its cover. Bartleby might not look like much – just a whole lot of text – but this online library is one of the Net's true gems. Read literary masterpieces by Dickens, Dostoyevsky, Twain, and many others, as well as the Emancipation Proclamation and other landmarks of nonfiction. You'll find scientific papers, philosophical treatises, historical memoirs, and reference tomes. Everything is free, and late fees have been waived."

Citation Machine

<http://citationmachine.net/>

Citation Machine is an interactive Web tool designed to model the proper format for citing information property from print and electronic resources. If you cannot find how to cite the specific type of reference you seek or have a question about how to cite a particular resource that is unique in some way, consult your teacher or the *MLA Handbook for Writers of Research Papers: 6th Edition* or *Publication Manual of the American Psychological Association: 5th Edition*.

Dictionary.com

<http://dictionary.reference.com/>

A multi-source dictionary search service produced by Lexico Publishing Group, LLC, a leading provider of language reference products and services on the Internet. To use the dictionary or thesaurus, simply type a word in the blue search box that appears at the top of every page and then click the *Search* button. You can also sign-up for the 'Word of the Day' email or browse the other multi-lingual dictionaries featured on the site.

****Note: This site is FREE, but there are pop-up Advertisements****

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